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ABSTRACT

This publication consists of a number of papers that discuss the development, implementation, and evaluation of efforts to integrate general and special education administration. The publication deals primarily with the work of the General-Special Education Administration Consortium (GSEAC), a long-term cooperative effort involving 25 higher education institutions. The various papers are grouped into six main sections that focus in turn on the history of the GSEAC; the planning period of the GSEAC; the GSEAC model for developing, disseminating, and utilizing innovations for training specialized personnel; the programs, products, and activities of the GSEAC; evaluation of general-special education administration efforts; and the future of special education leadership. (JG)

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THE INTEGRATION OF GENERAL AND SPECIAL EDUCATION ADMINISTRATION: MODEL, PROGRAM AND PRODUCT DEVELOPMENT AND EVALUATION

James R. Yates
Editor
The University of Texas at Austin

University Council for Educational Administration
29 W. Woodruff
Columbus, Ohio 43210
November, 1976

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Table of Contents

Page

I. History of the General-Special Education Administration Consortium . . 1
James R. Yates, The University of Texas at Austin

II. The Planning Period 12
Daniel Sage, Syracuse University

III. A Cooperative Inter-Institutional Change Model for Developing, Disseminating, and Utilizing Innovations for Training Specialized Personnel 30
Alan K. Gaynor, Boston University

IV. Program/Product/Activities 38
James R. Yates, The University of Texas at Austin

A. Training Program Development

1) Graduate Student Seminars 42
Dick Chobot and Daniel Sage, Syracuse University

2) Manpower -- A Follow-up Study of Students of Special Education Administration Who Received USOE/BEH Training Grants 47
Vernon Vance, University of Iowa

3) Computer-Based Information Retrieval System (GYPSY). 50

4) Graduate Student/Faculty Working Paper Series 51

5) Research Stimulation Papers 52

6) The Administrative Internship Study 53

B. Training Material Development

1) Special Education Administration Simulation Project 55
Michael Martin, University of Northern Colorado

2) The Training of School Psychologists Through Simulation: PSYCHSIM 71
Ann W. Engin, Ohio State University
Jane N. Miller, School City of Mishawaka

Page

3) Special Education and Litigation: Implications for Educational and Professional Practice 80
Leonard Burrello, Indiana University

4) Selected Instructional Materials Judged Relevant to Educational Administration 85
James R. Yates, The University of Texas

5) Interpretive Content for Monroe City Simulations 92

6) Instructional Cases 94

C. Dissemination and Communication

1) Dissertation Inventory 96

2) UCEA Review 97

3) Educational Administration Abstracts 99

4) Professional Associations 100

D. Continuing Education

1) Telelecture Series Conducted by GSEAC 102
Charles Horn, University of Alabama

2) Regional Conferences 112
James R. Yates, The University of Texas at Austin

E. Futures 118
James R. Yates, The University of Texas at Austin

1) Trend Analyses 127

2) Delphic Probe 128

3) Task for Assessing Technological Forecasting Methods 131

4) Development of Instructional Materials Related to Educational Futures 131

5) Training Program Content Incorporating Futures. 132

V. Evaluation

A. Evaluation of GSEAC 134
James R. Yates, The University of Texas at Austin

B. Relationships Between Departments of Special Education and Educational Administration: Communication and Cooperation . . . 153
Gordon Purrington, University of New York, Albany

Page

VI. Special Education Leadership and the Future. 181
Jack Culbertson, University Council for Educational Administration

VII. Appendix 200

Acknowledgements

Any attempt to provide a complete and accurate picture of the effects and involvement of an effort that covered the time span, included the number of people and had the range of activities that the General-Special Education Consortium had is probably presumptuous and inadequate. This publication is the result of effort by a large number of individuals; all could never be recognized fully or completely. However, it would be remiss not to specifically note the individuals who did give of their time and effort to write original pieces to be included in this volume. The Table of Contents reflects the large number of individuals that did, in fact, provide this effort. Special recognition is due Phil Burke, Project Officer for the General-Special Education Administration Consortium at BEH, and Jack Culbertson, Executive Director of UCEA. Appreciation is also expressed to the more than half dozen associate directors of UCEA who were involved in the project; to the members of the G-SEAC Advisory Board who helped guide the Project; to the many universities which helped plan and implement projects; and to the scores of professors and graduate students who contributed to G-SEAC's advancement.

Special recognition and appreciation should be accorded Susan Ott who worked with this editor throughout the development of this publication, provided a great deal of leadership in terms of organization

and structuring of the document and endured the continually increasing typing and editing requirements as the document increased in length.

Carolyn tolerated the irritation of husband often frstrated by the competing demands for his time that inhibited the concentrated work needed to complete this publication.

Sincere appreciation is expressed to all who supported, contributed and made possible the publication.

James R. Yates
The University of Texas at Austin
November, 1976

History of the General-Special Education Administration Consortium

James R. Yates
The University of Texas at Austin

Until about 1965 development of leadership personnel in special education tended to follow a pattern of general academic preparation leading to the doctorate, with little or any distinction drawn between programs leading to field administrative positions and those leading to the professorial role. Major administrative roles were for doctoral persons from either a background in general school administration, with little or minimal experience with educationally handicapped, or graduates from special education departments with little preparation in administrative science and processes.

The emergence of training programs targeted specifically for special education administration dates from 1965 when U.S. Office of Education funds were earmarked for that purpose. Communication between programs was at this time very informal. In May of 1966, 1967, and 1968 a small number of special education administration professors and doctorate students met in Washington at the Office of Education, Bureau of Education for the Handicapped, for discussions and observations of matters largely related to the federal government and its relationship to institutions of higher education and to the field. The third of these conferences suggested a more independent focus, location, and general purpose for succeeding meetings. At the May, 1968 meeting it was suggested that future meetings be concerned with

developing a systematic, ongoing staff development and education program utilizing multi-disciplinary approaches to problems of the field. Additionally, it was suggested that a more cohesive group of individuals concerned with improvement of preparation programs in special education administration be formed.

From that initial beginning in May of 1968 a national consortium was formalized and an Executive Committee, chaired by Dr. Charles H. Meisgeier, then of The University of Texas at Austin, began functioning. At that time the Executive Committee consisted of:

Melton Martinson - The University of Oregon
Daniel Sage - Syracuse University
Godfrey Stevens - The University of Pittsburgh
Robert Sloat - Student representative, The University of Texas at Austin

The following institutions and individuals were the original members of the Consortium:

University of Arizona - Howard Morgan
University of Cincinnati - Gerald M. Smith
Colorado State College - William R. Gearheart
Columbia University, Teachers College - William J. Younie
University of Connecticut - Chauncey N. Rucker
University of Illinois - Robert A. Henderson
Indiana University - Donald A. Huddle
University of Iowa - Clifford E. Howe
University of Kansas - Jerry Chaffin
University of Michigan - Tony C. Milazzo
Michigan State University - Charles E. Henley
University of Minnesota - Richard E. Weatherman

University of Oregon - Melton Martinson
Pennsylvania State University - Thomas D. Marro
University of Pittsburgh - Godfrey D. Stevens
Syracuse University - Daniel Sage
University of Texas at Austin - Charles H. Meisgeier

The Executive Committee developed a grant proposal to USOE outlining immediate and long range purposes of the Consortium and requested funds to organize a national conference. Additionally, the Executive Committee identified the University Council for Education Administration (UCEA) as a national agency dedicated to improvement of university preparation programs in administration as an agency which could facilitate many of the emerging goals and purposes of the Consortium. For example, UCEA had a long and significant history in the creation of innovations in training and curriculum design. It was noted for its widespread impact on training of educational administrators, significant development of training materials to the field of administrator preparation, unique organization under the concept of temporary systems and widespread membership of some 50 major universities meeting stringent criteria of excellence in the preparation of administrators. Additionally, it was noted that UCEA member institutions housed nearly all special education administration preparation programs existent at that time.

There are very few similarities between special education today and special education provided in May, 1968. The drastic changes that have occurred within the past five or six years were foreseen and anticipated by very few individuals. What must be noted is the

fact that the small group of special education administration professors who expressed concern through the Consortium were motivated by values and aspired to goals that were very much congruous with special education of today. That small group of special education administration professors saw clearly that special education was moving toward greater integration of education in general and that full and complete delivery of services needed by handicapped individuals within our emerging society demanded the closer cooperation at both the level of training and practice of special education and general education professors, students and practitioners. Looking back one must be impressed with the foresight and vision of the future that the small group of special education administration professors displayed relative to emerging changes in the history of education which would dictate significant changes in the delivery of special education services. Philosophically, this group was dedicated to delivery of educational services in least restrictive environments with this concept only currently receiving significant attention and effort relative to implementation. They concluded that special education must work closely with general education in order to appropriately utilize all resources available within the educational system. They were aware that general education administrators in reality made most critical decisions relative to special education, i.e., those decisions related to policy and to resource allocation. They understood that special educators, in order to appropriately influence such decisions, must be more a part of, than apart from, the general educational system. They recognized that historically special education had been a separate system--that in reality the

educational enterprise had evolved two systems: the special education system and the general education system. Time would no longer tolerate separatist system delivery; that events and forces were emerging which would dictate special education moving toward integration with general education. The group also understood that both general and special education leadership is critical relative to the delivery of appropriate educational programs and a concentration upon leadership preparation was essential in order to be prepared for a most effective delivery of services to the handicapped. Therefore, it was seen as critical by this small group for the preparation of general and special education administrators to be integrated and that effective communication channels be developed between the two complementary disciplines. They understood that the interface and interaction of general and special education administration students, while in preparation, could be particularly effective in creating opportunities for similar interface when such students moved to the level of practice. If principals, superintendents and other general administrators were to be able to respond effectively to changes emerging in special education, such administrators would have to have had as part of their preparation information and understanding associated with special education. Conversely, special education administraotrs, in order to furnish critical leadership needed by special education in the future, must be able to identify with the perspectives, values and concerns of the general education administrators.

With the assistance of Jack Culbertson, Executive Director of UCEA,

the consortium Executive Committee formulated the afore mentioned grant proposal to USOE/BEH. The approval of the grant precipitated a national meeting of the Consortium held in Austin, Texas in March, 1969. The title of that Conference was, "Common and Specialized Learnings, Competencies, and Experiences for Special Education Administrators." Consortium members brought to the Austin Conference doctoral students and faculty members in both special education administration and educational administration. The Conference was jointly sponsored by the now solidified National Consortium of Universities Preparing Administrators of Special Education, the University Council for Educational Administration, and The University of Texas at Austin, Collge of Education, Departments of Special Education and Educational Administration. The Conference was attended by almost 100 students and faculty members. An outstanding array of national leaders in Educational Administration and Special Administration were present and made presentations to the Consortium. A conclusion of the Conference was that the bringing together of two worlds of administration was a major step in the development of more comprehensive training programs.

Additional work on the structure of the Consortium was facilitated at the national conference in Austin. Melton Martinson, then of the University of Oregon, was named Chairman of the 1969-70 Executive Steering Committee and the University of Oregon was selected as host for the next national meeting of the Consortium in May of 1969. Four faculty and five students now composed the Executive Steering Committee. Additionally, efforts were to be made by the Consortium to obtain

representation on the Steering Committee from areas of general education administration, including such organizations as AASA and UCEA as full participating members of the Consortium.

The national meeting in May at the University of Oregon had as its theme, "Implications of Emerging Organizational Patterns for Special Education Administrators." The emphasis of that Conference was upon new organizational patterns, delivery systems, and implementation of such patterns and systems. At the Oregon Conference, the Steering Committee agreed to approach UCEA relative to UCEA assuming sponsorship of the Consortium.

In February of 1970, members of the Consortium Steering Committee met in Atlantic City with the UCEA Board of Directors. At that time it was agreed that the Consortium would affiliate and utilize the vehicle of UCEA to further advance the Consortium's goals and purposes. UCEA and its Board of Directors recognized the advantage of interfacing two complementary disciplines, i.e., educational administration and special education administration. From this point forward the structure of UCEA was to be utilized to organize and administer the General-Special Education Administration Consortium (GSEAC).

The General Special Education Administration Consortium Members

Special Education Contact	Educational Administration Contact
University of Alabama	
Dr. C. J. Horn, Jr.	Dr. James Curtis

Special Education Contact	Educational Administration Contact
	Univeristy of Arizona
Dr. Walter Olson	Dr. Henry E. Butler, Jr.
	Ball State University
Dr. Robert Seitz	Dr. Merle Strom
	University of California at Berkeley
Dr. Eli Bower	Dr. Theodore L. Reller
	California State University at Los Angeles
Dr. C. Lamar Mayer	Dr. Harold Hall
	University of Cincinnati
Dr. Donald H. Zemanek	Dr. James C. LaPlant
	University of Northern Colorado
Dr. Bill R. Gearheart	Dr. Arthur Partridge
	Columbia University
Dr. Vincent Aniello	Dr. Thurston Atkins
	University of Connecticut
Dr. Chauncy N. Rucker	Dr. H. Gerald Rowe
	University of Florida
Dr. Charles Forgnone	Dr. Michael Nunnery
	University of Georgia
Dr. James Cleary	Dr. Michael LaMorte
	Georgia State University
Dr. Kenneth Wyatt	Dr. John T. Greer

Special Education Contact	Educational Administration Contact
	University of Illinois
Dr. Robert Henderson	Dr. Fred Carver
	Southern Illinois University
Dr. Howard G. Morgan	Dr. Edward Sassee
	Indiana University
Dr. Philip R. Jones	Dr. William Wilkerson
	University of Iowa
Dr. Clifford Howe	Dr. Willard Lane
	University of Kansas
Dr. Jerry Chaffin	Dr. Milo Stucky
	University of Kentucky
Dr. Melton Martinson	Dr. Charles Faber
	University of Michigan
Dr. Percy Bates	Dr. Fred Bertolaet
	Michigan State University
Dr. Charles Henley	Dr. Richard Featherstone
	University of Minnesota
Dr. Richard Weatherman	Dr. Clifford Hooker
	University of New Mexico
Dr. Gary W. Adamson	Dr. James Hale
	University of Oregon
Dr. Earl Brabandt	Dr. Art Hearn
	Pennsylvania State University
Dr. Thomas Marro	Dr. Patrick Lynch

Special Education Contact	Educational Administration Contact
	University of Pittsburgh
Dr. Godfrey Stevens	Dr. Richard Wynn
	Syracuse University
Dr. Dan Sage	Dr. Samuel Goldman
	Temple University
Dr. Harold Delp	Dr. James Powell
	University of Texas
Dr. John D. King	Dr. Wailand Bessent
	University of Virginia
Dr. William Carriker	Dr. William H. Seawell
	University of Washington
Dr. James Affleck	Dr. Kenneth Ostrander
	University of Wisconsin
Dr. Lee Roy Aserlind	Dr. Marvin J. Fruth

This new organization of more than 25 institutions of higher education was dedicated to the mission of program innovation in the direction of integrating general and special education administration. The major strategies would be to: (1) provide integrative staff development experiences for professors of general and special education administration, (2) provide training materials for use to professors of both complementary disciplines, (3) identify and implement development activities which would produce products of significance to both general and special education administration and, (4) to involve graduate students from each complementary discipline in the majority of Consortium activities.

The UCEA central staff and Daniel Sage (taking a leave of absence from Syracuse University during the planning period) initiated activities designed to carefully define preparation program needs, a theoretical model, and appropriate goals and objectives for the Consortium. In addition, the planning year was to facilitate pilot testing of certain developmental activities designed to produce instructional materials, instructional techniques, conceptual capital and models of dissemination within the Consortium. The last primary activity of the planning year was to evolve an evaluation design, realistic and feasible within the structure of the Consortium.

The Planning Period

Daniel Sage
Syracuse University

The official planning for GSEAC (General-Special Education Administration Consortium) got under way during the 1970-71 academic year. At this time sufficient multiple forces of interest and effort existed to develop a conceptual model appropriate to the Consortium.

The various activities carried out among the participating institutions (with and without federal financial support) during the 1966 to 1970 period had produced an awareness of a need. But, rotating responsibility for leadership, part-time involvement, and shifting geographic focus (Washington, D.C., Texas, Oregon), made it difficult to develop a structural response to that felt need. However, it is important to recognize that the preliminary activities did, in fact, contribute significantly to planning. Among a small but growing group of faculty and students in institutions concerned with preparation of special education administrators there had developed some common understandings; a core of experience,which, when brought together by the impetus of the official planning grant, would yield more fruit than might otherwise have been anticipated.

The grant by the Bureau of Education for the Handicapped (BEH) to The University Council for Educational Administration (UCEA), under provisions of the Special Projects branch of the Division of Training Programs, was to develop a model for a prototype consortium of institutions involved in preparing general and special education

administrators. The grant supplied sufficient funds ($82,597) to UCEA for the employment of a full-time professional person to coordinate the planning, to allocate time of other regular UCEA staff, and to convene meetings of the major institutions and individuals concerned for an appropriate prototype to be developed

General Objectives of the Planning Project

Broad objectives guided the planning. The prototype Consortium was concerned with development of a generalizable model which would enhance training programs through promotion of communication and cooperation among the complementary disciplines of general and special education administration. In pursuit of these objectives, certain assumptions were held to be of primary importance.

Generalizability

It was deemed essential that although the primary target of the training project was staff training special education administrators, mutual benefits would be expected to accrue from interaction of those concerned with general and special education administration preparation. In addition, any model for this activity should be applicable to other areas of personnel training.

Responsiveness

In planning the model, primary attention had to be given to expressed needs and aspirations of those who would be potentially affected, both specialists and generalists.

Flexibility

In view of potential for rapid change in needs of training programs and the personnel directing them, the model planned was necessarily developed on an open, nonrestrictive basis, avoiding institutional constraints that might hamper response capability.

Efficiency

It should be recognized that communication and cooperation among individuals involved in a nationwide network can consume vast quantities of time. Therefore, innovative procedures, advanced communications technology and utilization of dual-purpose meetings had to be maximized.

Specific Objectives of the Planning Project

1. To develop and refine objectives which would guide future Consortium activities.
2. To describe projected functions and activities for the Consortium.
3. To determine organizational and governance characteristics needed.
4. To identify, develop, and evaluate in pilot form, a variety of information exchange arrangements.
5. To design evaluative procedures for assessing the effectiveness of the model developed.

Procedures for the Planning Project

Procedures followed during the 1970-71 planning year fell into three major categories: (1) face-to-face interaction permitting the collection of data, advice and opinion regarding the proposed

Consortium, (2) development of a variety of prototypic mechanisms, and (3) evaluation of products and activities. In all these procedures the major role was played by the UCEA staff, a secondary role by a National Advisory Commission, and a supplementary participatory role by representatives from all institutions potentially concerned with the Consortium.

Interactions

Activities in this category consisted largely of interviews and meetings arranged to discuss substantive issues involved in planning consortium organization. The potential functions of the consortium were explored through examination of (1) interests and aspirations of staff and students in universities which would expect to be participants, (2) potential areas and means of cooperation and communication between university staff members in departments of special education and those in educational administration, and (3) alternative structures, objectives, functions and evaluative mechanisms for the Consortium's program. Interaction activities were:

1. Staff Visitations to Participating Universities

Project staff members visited each of the universities viewed as potential members of the Consortium. Visits were of one or two day duration and provided opportunity to discuss major issues concerning the Consortium with faculty, students and administrators.

2. Meetings of the National Advisory Commission

A National Advisory Commission for the planning project convened three times for the purposes of reviewing progress reports

from project staff and providing input to succeeding stages of planning and development. Dates and locations of these meetings were February, Columbus, Ohio; April, Miami Beach, Florida (at CEC); June, Columbus, Ohio.

Commission members were drawn from the faculty of university special education departments, the UCEA Board (who were faculty of educational administration departments in member institutions), staff of the American Association of School Administrators (AASA), and an administrator of a state department, division of special education. Ex-officio members were appointed from the staff of the BEH/USOE. Membership included:

Clifford Hooker, UCEA Board, University of Minnesota

Charles Horn, Jr. (ex-officio), DTP/BEH/USOE

Clifford Howe, Special Education Administration, University of Iowa

Robert Isenberg, AASA staff

Melton Martinson, Special Education, University of Kentucky

John Melcher, Wisconsin State Education Agency

*Daniel D. Sage, Special Education Administration, Syracuse University

Godfrey D. Stevens, Special Education Administration, University of Pittsburgh

Donald Willower, UCEA Board, Pennsylvania State University

Kenneth E. Wyatt, (ex-officio), DTP/BEH/USOE

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*Resigned from Commission status February 1, 1971 upon assumption of role of Project Coordinator at the UCEA Central Headquarters, Columbus, Ohio.

3. Attendance at National Meetings of Related Organizations

In addition to the Advisory Commission meetings, provision was allowed for interaction between the project staff and university staff (both special education and educational administration) at regular meetings of related professional organizations.

The AASA meeting was well attended by professors of educational administration, but only six professors of special education, and not all members of the Advisory Commission were able to be in attendance. While most professors of special education were in attendance at the CEC Convention, representation of educational administration departments was limited to Advisory Commission members.

The attendance of special education professors at AASA, limited as it was, resulted primarily from the scheduled participation of these persons in two panel presentations dealing with administration of special education programs on the AASA closed circuit television system. This effort was seen as an example of greater linkages between Consortium participants and representatives of related organizations.

In spite of limited attendance, significant accomplishments were evident at these meetings. In view of some of the basic issues regarding the guiding philosophy and major program thrusts of UCEA, the preliminary discussions at AASA of activities of the planning project and its possible implications to UCEA and the larger field of educational administration provided crucial groundwork for later development of the proposed consortium. The final confirmation

of worth of the proposal on the part of the governing body of UCEA was dependent upon the basic understandings gained in these contacts.

In a similar vein, the meetings in conjunction with the CEC convention provided an opportunity to test a number of ideas with the group of special education professors most directly concerned. Interaction with the Council of Administrators of Special Education (CASE) was an additional key element, since historically CASE had little active involvement with administrative preparation programs, yet represented a major group of relevance to the graduates of such programs.

4. Regional Meetings

Four regional planning conferences were held in May, 1971. The objectives of these meetings were to: (1) further interaction within and between participating institutions, (2) obtain reactions to tentative proposals for the consortium, and (3) test some innovative prototype communication media. Support was provided for two staff members to attend from each institution (one from special education and one from educational administration). Students were also invited to participate.

Sites for regional meetings were selected on the basis of geographic considerations, using UCEA member institutions where a willingness was expressed to provide interdepartmental hosting. The sites selected were:

University of Oregon, May 9 - 11
University of Iowa, May 12 - 14
University of Pittsburgh, May 16 - 18
University of Georgia, May 19 - 21

Participants at the four conferences represented 39 institutions, 40 professors of educational administration, 36 professors of special education having either responsibility or interest in administration training programs, and 21 students of special education administration.

Comments and recommendations from the participants at each conference were collected in an effort to objectively assess group opinion regarding functions which the proposed Consortium might fulfill. Participants were asked to classify a list of eighteen function statements into two categories: (1) desirable, though difficult to attain, and (2) realistically attainable. Participants then designated a priority ranking to the five items within each classification which were perceived as being the most appropriate for the Consortium to pursue.

Results from this questionnaire varied considerably among the four regions, but composite ratings produced reasonably clear evidence that the most relevant, realistically attainable functions for the Consortium were: (1) acting as a communications clearinghouse for members with complementary needs, interests and resources; (2) monitoring trends from the field regarding program methods, organizational structures, finances, manpower needs in leadership roles; (3) convening conferences to transmit information; (4) keeping abreast of needs of members; and (5) providing (securing) technical assistance to developing programs.

The ranking of those functions seen as desirable, though difficult to accomplish, include (1) predicting future trends in the field, (2) contracting for production of instructional materials,

(3) exercising quality control on materials disseminated, (4) developing new communications channels, (5) keeping abreast of needs of members, and (6) developing plans and securing funds for research and development.

Consensus opinion was also drawn from discussions regarding affiliation alternatives, membership status and criteria, staffing, governance and finance. The conclusions on these issues are reflected later in this document.

Development

The second category of activities carried out during the planning project involved development of a variety of materials and mechanisms related to interinstitutional communication and cooperation and training program improvement. Consistent with the general aim of enhancing training programs, activity was directed toward: (1) information transmission for continuing education of professorial staff, and (2) instructional materials for use by professors in conducting classes and workshops. In both efforts it was understood that maximum relevance for both special and general educational administration personnel was of primary concern and the expectation of two-way benefit should guide all activity decisions.

The materials prepared for pilot utilization included content selected on the basis of expressed need preferences of the professors interviewed in staff visits and supplemented by project staff decisions reflecting a desire for balance between professorial specialty and student instructional needs. Content selected primarily for its contribution to information up-date for professors included:

The Case Method (Demonstration of an instructional technique)

Politics of Education Game (Demonstration of an instructional technique)

Federal Programs for Joint General-Special Education Administration Training (BEH/BEPD)

Management Information Systems -- Basic Concepts

Two Theories of Equal Educational Opportunity

It was recognized that there would be certain material from the field of administration which would probably be "new" to special education professors, while other material, dealing with current issues of special education programming, would be informative to generalists.

Content selected primarily for its potential implementation with students, but quite possibly representing new content to some professors, included: issues in urban special education, recent litigation in placement of handicapped children, normative study of the local special education administrator, politics and the special education administrator, and new models of programming for the handicapped.

In order to explore a variety of approaches to transmitting informational and instructional content, materials were prepared for use in formats including: lecture, illustrated lecture, interview, panel discussion, dramatization and audience participation exercises. The testing of a variety of media was broadened by preparing certain items in more than one medium and by comparing similar content and mode across the various media. Comparisons were possible between: films (16 mm color), video tape-kinescope, audio tape cassettes,

audio tape with accompanying visuals, print script, live speaker.

Materials were tested with pilot groups consisting of professors of special education, professors of educational administration, and graduate students of each area, in classes at a number of universities and in the four regional meetings. It was not possible to implement all possible permutations between content, mode, media, audience and setting, but sufficient variations were used to make tentative judgements about the materials.

Materials for testing were developed under agreements negotiated between project staff and individuals selected for their expertise on each of the content items. These included staff personnel in UCEA member institutions, both within and outside of departments of educational administration and special education, and practitioners in various "field" agencies. Persons and institutions contributing time and resources for preparation of materials included:

Harrie Selznick, Baltimore Public Schools

Fred Weintraub, Council for Exceptional Children

Richard Weatherman, Clifford Hooker, Frank Wilderson; University of Minnesota

Bruce Balow, Philip Burke, Kenneth Wyatt, BEH; Malcolm Davis, BEPD; United States Office of Education

John Kohl and Thomas Marro, Pennsylvania State University

Richard Wynn, University of Pittsburgh

Thomas Green, Syracuse University

Leonard Burrello, Henry DeYoung, Sterling Ross; Institute for Study of Mental Retardation, University of Michigan

Philip Peile and Terry Eidell, University of Oregon

William G. Monahan, University of Iowa

Costs for production of materials were covered by funds allocated in the Special Project Planning Grant. Developers operated under the UCEA philosophy of contributed effort without honorarium.

Evaluation of Materials

Evaluation of materials was carried out through anonymous ratings by participants with whom they were used. Standard rating instruments were prepared focusing on content relevance, substantive value, instructional utility, and technical quality. It was anticipated that from this evaluation some tentative conclusions could be drawn regarding the utility of these approaches for future applications.

Tabulation of responses to the rating instruments revealed an extremely wide variety of reactions to materials presented on each of the qualitative dimensions. It was clear that value of an item depended to a large extent on specific objectives for which it might be used and that participants were to a large degree responding idiosyncratically in that respect. However, some generalizations were possible.

There was a consistent preference for instructional material which was short, open-ended, reality oriented, which presented conflicting sides of a problem, stimulated discussion, but left to the user the opportunity to draw conclusions. While certain content was perceived as equally relevant for special education and general administrators, the differences in basic interests of the two groups of professors was also evident in their responses.

There was distinct difference of opinion regarding the degree

to which technical quality interacts with content relevance in determining instructional utility. Since the technical quality of some of the materials presented was marginal, this introduced a variable of unknown magnitude to certain evaluations as it was clear that some participants were responding largely to content while others were responding largely to technical quality of reproduction.

There was a clear preference for modes of presentation which permit interaction with the presenter. This factor caused audio-taped presentations to be viewed negatively, even when technical quality was excellent. Accompanying visuals helped somewhat, but in general, respondents were adverse to sitting and listening to a recording. This was not greatly improved when supplemented with visual presentation of speaker (as in filmed panel discussion), and led to suggestions that other visual material exemplifying or supplementing the verbal content was needed. In view of the frequency with which professionals attend conferences and hear papers read with little chance for interaction with the speakers, the intensity of the negative response to the media and modes of presentation tested here was somewhat surprising. The preference for printed media for the transmission of cognitive material was evident throughout these groups.

Needs for Improvement in Preparatory Programs

Directions for the prototype model were gained through an analysis of data collected by the UCEA staff in various interactions and development activity, as well as by examination of relevant literature and documents.

A study of the status of preparatory programs in special education administration was made by reviewing the proposal documents submitted to BEH annually by each of the current training programs. Additionally, descriptive brochures published by university departments, dealing with programs as a whole or with particular aspects, such as internships, were examined. A summary of characteristics of programs provided by Henley (1969), covering seventeen programs in operation in 1969, yielded information regarding elements of commonality and divergence in such programs, in regard to their goals and objectives, curriculum, resources and methods. A similar examination of status of general educational administration programs was possible through a number of UCEA documents, with the most germaine extraction of these being summarized by Farquhar (1969).

From these studies of current status of preparatory programs, and the broad field input generated in the planning year activities, some clearly articulated problems, following two major themes but with a number of related concerns, were identified.

Special Education Administration is too isolated from General Educational Administration, both as it is practiced in the schools and as it is taught in the Universities.

This problem has several facets. As a field of specialized personnel training, special education administration was characterized by a lack of status accorded to more established programs by the academic community because of its recent arrival on the scene. Programs are in search of identity. While this in itself contributes to a

sense of isolation, there was the additional factor of historic developments in special education which have been typified by tendencies to deal with problems by themselves rather than as parts of the larger system. Special education in the schools has been traditionally distinct and apart from "normal education" and preparation programs have mirrored practice. While current developments in instructional approaches give promise of reducing the uniqueness and isolation of special education programs, there was a backlog of tradition to be overcome.

An additional facet of this problem was the fact that professors of special education administration too often lack experience in and contact with educational administration. This may well be a factor in the notable lack of a theoretical and conceptual approach to the study of special education administration, which is necessary for building a sound base for the field.

On the other hand, it was noted that professors within the field of general educational administration usually are lacking the base of experiential contact or interest necessary to generate study of special education. Therefore, issues of administration of the area remain ignored as "someone else's business."

Preparatory programs in special education administration lack a sufficiently clear sense of common objectives.

Perhaps as a function of the lack of conceptual base, there was evidence of diffusion of effort. Each preparation program (more than twenty in number), however newly established and limited in

resources, expressed objectives which covered a broad expanse of loosely defined purposes. There was clear resistance to the idea of program standardization and uniformity, or to centrally regimented limits of program emphasis. It was recognized that if general aims could be agreed upon, individual institutions should be free to systematically diversify and specialize in means they employ to reach those aims. It was suggested that diversification with common goals facilitates exchange, experimentation, and an efficient division of labor.

Specific needs emanating from these two major problems were:

1. To understand and define the unique purposes and objectives of special education administration in the context of the total educational enterprise.

2. To counteract the tendency for special education administration to be isolated from general educational administration.

3. To minimize "territorial rights" and encourage a more fruitful working relationship with other elements of the total educational field.

4. To enhance the perceived status of special education administration in the academic community.

5. To focus attention on the problems posed by dual loyalty of people in this field to their reference groups in departments of special education and educational administration.

6. To provide to general administration preparation programs, input of both content and process designed to bring into perspective the role of general administrator in programming for exceptional children.

7. To develop regional and institutional specialization of preparation programs and research.

8. To stimulate and facilitate national coordination and cooperation to maximize the benefits of local specialization of effort.

9. To stress quality rather than quantity in personnel development.

10. To develop better and more diverse instructional materials for use in preparation programs.

11. To provide in-service training programs for professors, of both short-term and longer post-doctoral types.

12. To conduct research on basic questions regarding current developments in special education programming.

13. To develop internship placement arrangements on an inter-institutional basis.

14. To investigate possible reforms in curriculum, with special reference to preparing leaders for differing responsibilities and differing organizational settings.

15. To determine the array of specific competencies which are basic to the performance of a variety of special education administrative roles.

16. To investigate the possibility of an employment clearing-house for job seeking graduates.

17. To facilitate inter-institutional communication regarding current innovations in curriculum, field experiences, student research and other program components.

The planning year culminated with development of a prototype model appropriate to the Consortium's described needs and objectives. The nature of that model will be described in the next chapter.

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A Cooperative Inter-Institutional Change Model for Developing, Disseminating, and Utilizing Innovations for Training Specialized Personnel

Alan K. Gaynor
Boston University

The General-Special Education Administration Consortium had as one goal to develop and test a useful model of interinstitutional collaboration which would be both specific to the field of special education administration and at the same time applicable to a range of situations involving agencies dedicated to the training of specialized personnel. The model which was finally developed sought to structure cooperation between universities, university departments of special education and educational administration, government agencies, private not-for-profit institutions and local education agencies interested in the preparation and placement of special and general education administrators. Figure 1 illustrates the model. It was anticipated that such a model, if successful in practice, would be of interest to persons in other fields with a need to prepare and place specialized administrators, (e.g., vocational education, mental health and nursing).

GSEAC planners, in designing this model, drew not only upon the advice of numerous persons in special education and educational administration but upon a wide range of writings dealing with the process of change. Of special value to these planners was Havelock's work which synthesized more than four thousand publications about planned change (Havelock, 1969,1971). Havelock identified a matrix of seven factors and four process elements as a conceptual basis for

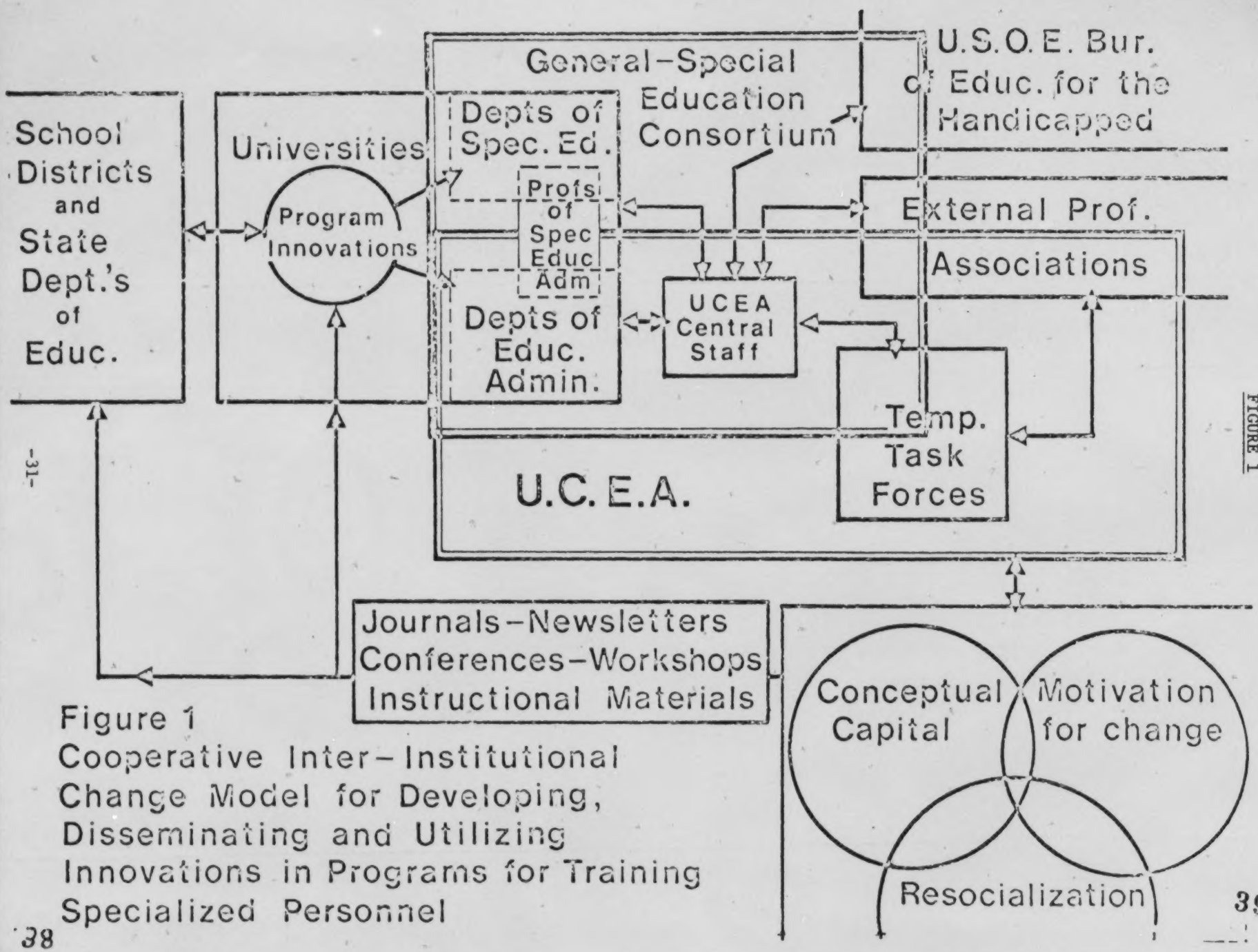

FIGURE 1

Figure 1
Cooperative Inter-Institutional Change Model for Developing, Disseminating and Utilizing Innovations in Programs for Training Specialized Personnel

developing effective change strategies. The GSEAC model sought to optimize the considerations implicit in this matrix. The seven factors include: linkage, structure, openness, capacity, reward, proximity, and synergy. The four process elements include: resource persons and systems, user persons and systems, message and medium. Havelock defined the seven factors as follows:

1. Linkage. In order to be effective as disseminators and helpers in the innovative process, resource systems need to develop reciprocal and collaborative relationships not only with a variety of potential users, but also with a large and diverse group of other resource systems... Similarly, users need to develop reciprocal and collaborative relationships with a variety of resource systems. For optimum utilization in a user social system there also has to be a considerable degree of linkage among individual members and sub-units.

2. Structure. The "structure" factor is important for the resource system in at least three ways. (1) To be effective the resource system needs a degree of structure in terms of meaningful division of labor and coordination of effort. It should be organized into a "system" which functions as a whole. (2) The resource system should have a structured and coherent view of the client system... (3) The resource system should be able to plan D&U activities in a structured way.

3. Openness. For the resource system, "openness" means a willingness to listen and to be influenced and changed both from the user and from other resource systems... For the user, "openness" is not merely a passive receptivity to outside knowledge but is an active faith that outside resources will be useful and an active reaching out for new ideas, new products, and new ways of doing things.

4. Capacity. The research literature in the S-I (social interaction) tradition is particularly convincing in suggesting that there is a general factor of capacity or competence accounting for much of the variance in diffusion studies... Those who already possess the most in a way of resources and capabilities are the most likely to be able to get even more. The rich have more opportunities to get richer because they have the "risk capital" both figuratively and literally.

5. Reward. A fifth factor is summed up with the word, "reward" (or "reinforcement")... The sender won't send if he doesn't get rewarded for sending; the receiver won't receive if he doesn't get rewarded for receiving.

6. Proximity. Users who have close proximity to resources are more likely to use them. Proximity is also one of the factors which makes linkage more possible and hence more probable.

7. Synergy. Successful utilization usually seems to require persistent leadership in the resource system. There must be some one person or some nuclear group pulling together diverse resources, structuring them and developing and executing strategies for their effective dissemination and utilization, and doing so on a continuing basis... The user can hardly ever be included to adopt an innovation on the basis of one message from one source at one time. He almost always needs repeated inputs in a variety of media over an extended time from a variety of sources before he will become an adopter.

The GSEAC planners believed that whatever model for change was constructed that model should take the above factors into explicit consideration. Thus, the model was designed to emphasize opportunities for synergism, to develop and maintain linkages and to provide appropriate rewards; thereby increasing openness and readiness for change in the rather complex and inertial constituent organizations. It was anticipated that such a model would prove generalizable, at least by analogy, to other situations.

It is difficult to classify an appropriate inter-institutional mechanism as either a resource or a user system. In important ways such an inter-institutional system is expected to function as a sender in a disseminative role; in other ways it is a creature of, and responsive to, its constituent members who can be viewed as consumers or clients. It seemed necessary, therefore, to build into the model capacities to perform both kinds of roles, involving identifiable

messages and utilizing appropriate media. Much like the Cooperative Extension Service which supports U.S. agriculture, the model envisioned an ongoing linking system which would maximize the explication of felt needs, the setting of problem priorities, the generation of relevant conceptual capital, the facilitation of inter-unit communication (feedback), and the re-socialization of sub-units to desirable group norms.

Figure 1 illustrates one such model focused upon universities with departments of educational administration and supervision and departments of special education, including professors of special education administration. The model describes a resource-user system linking persons across institutional boundaries toward the development, dissemination, and utilization of innovations in programs preparing general and special educational administrators.

The basic concept of the design is creation of a linking system comprised of a constellation of overlapping permanent and temporary structures coordinated through a permanent nucleus staff. The design is explicitly consistent with the literature of innovation and change as summarized by Havelock and as outlined earlier in this discussion. The model is essentially a synergistic one built upon the established capacity of an existing system (UCEA) in order to enrich the amount of organizational and conceptual capital available to a new consortium (GSEAC) seeking to improve preparatory programs in the field of special education administration.

In his discussion of synergy as a factor in innovation, Havelock indicated that "there must be some one person or some nuclear group

pulling together diverse resources, structuring them and developing and executing strategies for their effective dissemination and utilization, and doing so on a continuing basis." Figure 1 illustrates the central position of the UCEA Central Staff in performing these functions. UCEA has vast experience in the use of both overlapping and temporary structures (such as task forces) in the production, dissemination and utilization of conceptual capital. This "linkage model" was designed to provide for mutual feedback among the reciprocal elements of the resource-user system.

In summary, the "Cooperative Inter-Institutional Change Model" is a linkage model. It was designed to enhance the linkage capacity of a focal group of boundary spanners (i.e., professors of special education administration). It assumed a reference group on one side of the boundary (special education) which, at least initially, was more primary to the boundary spanners than the reference group on the other side of the boundary (educational administration). It sought to locate an established inter-institutional organization on the weak side of the boundary (UCEA) and proposed (1) a consortium of the boundary spanners (special education administration professors) with their counterparts on the other side of the boundary (educational administration professors) and, (2) a marriage between that consortium (GSEAC) and the established weak side inter-institutional organization (UCEA).

The model seemed especially strong as primary reference groups, both professors of special education administration and educational administration are located in the same third organizations

(universities). Another positive feature of the model was relative status parity on both sides of the boundary, professors of special and general educational administration.

At the point of design it was not clear to what extent model characteristics would limit generalizability of the model.

While model characteristics should be given explicit consideration before immediate transferability is assumed, one can think of a substantial number of situations in which conditions for generalization would, in fact, be met. Clearly, for example, the model should hold for any field in which the preparation and placement of administrators is important (e.g., health care delivery administration vs. general business management or vocational education administration vs. general education administration).

The preconditions described above would be particularly well met in the examples suggested where there was in existence a well-established, inter-institutional organization on the weak-side of the boundary. For example, such conditions would exist where boundary spanners were health care administrators using the American Management Association as an umbrella organization to sponsor a consortium. Similarly, an organization like UCEA or the American Association of School Administrators could be employed as an umbrella agency to sponsor a consortium of vocational and general education administrators.

Applications of the model are diverse and probably transcend significantly administration of any kind as a functional subspecialty. The model would probably apply just as well, for example, to banking

data processing specialists as boundary spanners wishing to collaborate more closely with more general data processors.

The question that the model raises for the evaluators is: How effectively has UCEA performed as an umbrella agency in facilitating productive linkage? Conclusions can be drawn about the effectiveness of the model qua model to the extent that evidence suggests that embedding the consortium in UCEA was effective and cost-efficient.

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Program/Product/Activities

James R. Yates
The University of Texas

Activities of the General Special Education Administration Consortium reflected an amazing blend of mission recognition, model development and testing, service delivery, product development and responsible dissemination. Few educational leadership projects have produced as many tangible outcomes as the General Special Education Administration Consortium. During its four year existence, GSEAC singularly sponsored: more than 50 national and regional training conferences; developed, produced and disseminated massive amounts of training materials, including three major multimedia simulators; provided extensive communication, consultation and support services to universities, school systems, and other national, regional, state and local educational institutions. All program/product/activities were selected and implemented from the conceptual stance of promoting integration of general and special education administration while stimulating preparatory program innovations.

The following sections of this report articulate General Special Education Administration Consortium programs and products. In order to give some conceptual frame, programs and products will be grouped for presentation in four categories: Training program development; training material development; dissemination and communication; and continuing education. There are some difficulties with these four categories for classification purposes as some programs or products could be as readily classified under one category as another. For

example, regional conferences have been classified under continuing education; however, they could be classified under dissemination and communication. Additionally, there were some groupings of program or product that were tied together by content but their particular impact or effect could be classified in a separate category. For example, because the area of futures was heavily emphasized during the consortium and since many of the futures products were sequential, a separate section is developed for futures. This special section is in spite of the fact that many of the futures products could have been placed under several of the other four categories.

It will be noted that there is great variance in the extensiveness of descriptions. This variance is related to a number of factors but is not related to effect or impact of the particular program or product described. Some products have a relatively brief description because they reflect simplicity or lack of complexity. However, their impact may have been extremely important and significant and have long-range implications. Stated simply, one should not conclude that the relative merit of a particular program or product is related to the length of narrative contained in this section.

Perhaps at this point a word related to cost-effectiveness of the General-Special Education Administration Consortium is in order. Nowhere is cost-effectiveness of the Consortium more visible than in an inspection of programs and products. Because of the operating ethic of shared and contributed effort, programs or products resultant from the Consortium effort were produced with a small cost

per output ratio. A review of: the number of contributors, both individuals and institutions; the range of products and programs with continuing effect and usefulness; and an annual support of approximately $100,000 makes it become obvious that GSEAC was an extremely cost-effective program. Additionally, the Consortium serves as an example of how small amounts of seed money may, within the appropriate framework, prove extremely beneficial.

TRAINING PROGRAM DEVELOPMENT

Graduate Student Seminars

Dick Chobot & Daniel Sage
Syracuse University

Graduate student seminars, sponsored by UCEA for eight years, have attempted to develop and test new ways of providing learning experiences for prospective educational administrators and professors. Under GSEAC, the seminar model provided a vehicle by which graduate students in both general and special educational administration from a large number of universities interacted on problems and issues of importance to the field.

The GSEAC adaptation of the UCEA model was dependent upon a healthy multi-departmental (special education and educational administration) participation within cooperating universities. A major feature was reliance upon inter-departmental student planning groups functioning with little overt support from faculty relative to selection and development of program content. Student control of the seminars provided graduate students of host institutions learning experience associated with planning and implementing a regional level conference.

Seminar topics reflected the interests and concerns of graduate students. By utilizing the UCEA mechanism, seminar planners were able to provide students and faculty inexpensive access to prominent leaders in the field. Seminars were held at different universities therefore making possible first-hand dissemination of information from a variety of projects and activities being undertaken at the host universities throughout the United States and Canada.

Seminars conducted to date employed varying content and formats. The most successful topics appeared to be those of broad, general interest. Students also valued the opportunity to interact with speakers as well

as other students in structured and unstructured ways.

Two GSEAC universities have hosted specific seminars for graduate students in the combined fields of special and general educational administration. The first of these conferences, entitled "Futures in Education: Prospectives and Potentials," was held March 18 to 20, 1973 at the University of Illinois, with Orest Pyrch as Chairman of the Student Committee. Faculty sponsors on that occasion included Don Carver and Dick Glean.

Syracuse University served as host for the other special seminar, "Humanism and Accountability in Education," which was held March 1 to 3, 1974. A comprehensive report of that conference is presented in the June, 1974 issue of the UCEA Newsletter.

GSEAC students participated in an ongoing series of conferences held under the general auspices of UCEA. The first of these, centering on the theme "Anthropology in Education: Implications for Administration," was sponsored by graduate students at the State University of New York at Buffalo and was held in April, 1973.

The second general conference, entitled "The Effects of Organizational Change on Educational Leadership," met at Georgia State University in Atlanta on May 11 and 12, 1973. Student representatives from eleven univerities in the Southeast Region participated in the seminar. The seminar planning committee was chaired by Ms. Charlotte M. Robinson of Georgia State. A report of the seminar as well as a report of the SUNY (Buffalo) conference is included in the July, 1973 UCEA Newsletter.

The third Regional Graduate Student Seminar was held at the University of Mississippi on April 18 and 19, 1974. The conference,

"Politics of Equalization of School Finance," was attended by over 60 individuals from universities as well as practicing administrators from Florida, Alabama, Tennessee and Arkansas. The seminar was financed entirely through the efforts of graduate students in the Department of Educational Administration and much of the success of the endeavor was attributed to the work of the graduate planning committee.

Wailand Bessent, in his presidential address to the annual meeting of the UCEA Plenary Session at Atlantic City (reported in the April, 1973 issue of the UCEA Newsletter), focused attention upon the importance of the planning process to UCEA. Since planning is an essential ingredient for a successful graduate student seminar, a brief outline of the planning sequence of one such seminar is presented for general information. The details of the seminar on "Accountability and Humanism", hosted by Syracuse University, are presented as references for future graduate student planners.

The Syracuse seminar was initiated with a conversation between James Yates of the UCEA central office staff and Joe McGivney, UCEA plenary session representative at Syracuse University. Through the auspices of Harry Randles and Dan Sage (heads of general and special education administration programs at Syracuse) an ad hoc planning committee was formed consisting of five graduate students from both general and special education administration program areas. Dick Chobot, a graduate student, was charged with the responsibility of theme selection, programming and program implementation. Assistance and advisement in planning, financing and resource allocation for the seminar was provided by many faculty members, but every attempt was made to ensure that the graduate

students themselves assumed responsibility for the success of the operation.

A series of meetings were held by an ad hoc planning group and work committees were formed. The Public Relations Committee polled faculty and graduate students in the areas of special and general educational administration and as a result of the poll recommended the theme and title of the seminar. On general approval and acceptance of the theme, the committee contacted other administration departments at universities in the Eastern U.S. and Canada to generate an initial awareness and set the date of the conference. The committee then concentrated on its general responsibility for publicity.

The Program Committee, with some faculty and UCEA assistance, undertook the task of program development and secured appropriate speakers.

The Finance Committee began work on a tentative budget which included expenses for honoraria, publicity, clerical help and meals for participants. GSEAC committed $1,000.00 to the seminar, which covered publicity and honoraria costs. The remainder of the conference expenses were underwritten by the two departments.

Six weeks after the first ad hoc committee meeting and three months before the date of the seminar the Public Relations Committee was able to mail a specific program and particulars of the seminar to GSEAC member universities as well as to chairmen in universities with special and general educational administration programs throughout the eastern U.S. and Canada.

A fairly detailed report of the seminar appears in the June, 1974 issue of the UCEA Newsletter, but it should be noted that more than 50 students, professors and practitioners attended from Boston University,

Cornell University, Syracuse University, SUNY at Buffalo, the Universities of Cincinnati, Connecticut, Illinois, Maryland and Massachusetts.

Evaluation comments of participants were favorable, but perhaps the most significant outcome of the seminar model was the cooperative interaction of student participants with inter-departmental faculty and practitioners. Concommitant with this outcome is the "real-life" learning opportunity afforded the student planners who assume direct responsibility for such a seminar.

Consortium members had expressed continuous concern for manpower and manpower related issues. As a result, one specific program activity in this area was to participate with Vernon Vance and Clifford Howe of the University of Iowa in a study of special education administration students who received USOE/BEH training grants. The following is an abstract of that study.

A Follow-Up Study of Students of Special Education Administration who Received USOE/BEH Training Grants

Vernon L. Vance
University of Iowa

Purpose of the Study

The purposes of the study were to determine: 1) the status of former students of special education administration who received U.S. Office of Education, Bureau of Education for the Handicapped fellowships between 1965 and 1971, 2) the impact that these training programs have had on the leadership of needs of special education, and 3) the relevance of certain components of the training programs as perceived by the former students.

Procedures

The subjects for the study were students who received USOE/BEH fellowships to prepare themselves as special education administrators between the inception of the fellowship program in 1965 through the

spring semester of 1971. Data were collected by means of a questionnaire from 208 of the 227 former students of special education administration. Certain items were included in the questionnaire to permit a direct comparison of data with data gathered by Kohl and Marro in their normative study of the administrator of special education. Data were reported in terms of numerical frequencies, percentages, means, and medians.

Results

At the time of the study, a majority of the former students of special education administration had completed degree programs. Most had received either an Ed.D. or Ph.D. degree. A few had completed requirements for the Ed.S. degree.

The subjects in the study gave considerable support to a common or generic approach to the study of administration. The commonalities of special and general education administration were stressed and the unique aspects de-emphasized. Subjects perceived the need for a more practical and less theoretical approach to the training of administrators. Most of the subjects had experienced an internship as part of their preparation program and gave strong support to the internship as a valuable training component. The value of research and evaluation tools was also manifest. An increased emphasis on school law, school finance, budget preparation, and personnel management was espoused by the respondents in the study.

A majority of the subjects held positions either directly or closely related to special education administration at the time of the study. Over one-half were employed by school systems or agencies providing direct services to exceptional children. Approximately

one-fourth of the respondents were employed by colleges and universities. A majority of those not holding positions in special education administration indicated that a scarcity of available positions had kept them from entering the field for which they were trained. Slightly more than one-half of the respondents selected special education administration as their long-range career goal.

A comparison of salaries received by the subjects just prior to their return to school and the salaries reported at the time of the study revealed a significant increase. Also, the special education administrators in the present study held positions of higher status as measured by salary, size of employing district, and size of professional staff than the administrators in the Kohl-Marro normative study.

Recommendations

Based on the findings of the study, recommendations were made to training institutions regarding the need to secure periodic feedback from graduates, the importance of forecasting manpower needs in educational administration, the content of preparation programs in administration , and the recruitment of trainees from minority groups.

Computer Based Information Retrieval System (GYPSY)

The University of Oklahoma had developed and was maintaining a computerized data base of abstracts from a variety of education related, professional journals. The ability to be rather specific with regard to area of inquiry or topic upon which data was sought was considered to be a unique characteristic of the system known as GYPSY. Therefore, Consortium members were provided opportunity to submit information retrieval requests to the GYPSY system. There were two primary purposes associated with this test of the GYPSY system: 1) Is the data base maintained within GYPSY adequate for questions related to educational leadership--specifically, general and/or special education administration? 2) Is a system such as GYPSY of sufficient usefulness to professors and students of the complementary disciplines to justify support and maintenance of such an information retrieval system? The Consortium experiences with GYPSY indicated that Consortium members at that time found the system relatively unsatisfactory from the standpoint of retrieval procedures and data base maintained within the system. Specifically, the data base was heavily oriented toward education psychology and relatively narrow with regard to educational leadership topics. Additionally, "turn around time" was not fast enough to satisfy research needs of users scattered nationwide.

Toward the end of the Consortium, through the efforts of Phil Burke of BEH, James Yates and Richard Podemski presented to BEH, Division of Personnel Preparation staff, an illustrative simulation experience utilizing the SEASIM and PSYCHSIM Consortium developed training materials.

Graduate Student/Faculty Working Paper Series

The GSEAC sponsored a series of working papers designed to provide graduate students and faculty an opportunity to engage in joint research and writing activity and to have that activity critiqued in a supportive atmosphere. Specifically, GSEAC representatives served as the responsible contact for submission of papers to the UCEA Central Office. Papers dealing with research data, theoretical concepts or descriptive data were acceptable. Manuscripts received were anonymously distributed to others in the GSEAC network where they were reviewed and critiqued and then returned to the individuals preparing the papers.

Unlike the submission of articles to journals, etc., the manuscripts were critiqued and those critiques were made from the perspective of being instructional and informative. The process provided an excellent opportunity for authors to polish papers for submission to professional journals.

Research Stimulation Papers

One of the earliest articulated concerns of the GSEAC was an expansion of important and relevant research in the area of administration and special education administration specifically. As a result, the Consortium sought to stimulate such research efforts by commissioning what has been called research stimulation papers. These papers were disseminated through two means: 1) a presentation of the papers at the GSEAC Regional Conferences and 2) reproduction with dissemination of the papers throughout the Consortium network. The fact that the research stimulation papers were produced by both general and special education administration professors provided interesting, unusual perspectives and insights into research questions within special education administration. The following papers were produced and disseminated: "Implications of the Dissonance between Present and Future Special Education Programming" or "What is this Special Education B.S.?", Chauncey N. Rucker, University of Connecticut; "Research Priorities in Special Education Administration: Comments of a Novice", Michael Y. Nunnery, University of Florida; "Testing the Null Hypothesis: There are no differences in the Roles of Special Education Administrators and General Education Administration", I. Jeffrey Ptaschnik, The Pennsylvania State University.

The Administrative Internship Study

The internship as a mechanism of training for administrators was always a significant topic to the GSEAC. It should be noted that the internship was one focus of attention at the original national Consortium meeting in Austin, Texas at the University of Texas in 1969. As a result, a review of internship settings was conducted by Phil Jones, Director of the Special Education Administration training program at Indiana University, and John D. King, Director of the Special Education Administration program at the University of Texas at Austin. Jones and King reviewed the BEH training proposals from all institutions having administrative training programs supported by the Bureau. Analysis of this data and other information and data available concerning internship training experiences was synthesized and the final product was an article appearing in the UCEA Newsletter related to the out-of-state internship.

TRAINING MATERIAL DEVELOPMENT

Special Education Administration Simulation Project

Michael Martin
University of Northern Colorado

A major objective of the General-Special Education Administration Consortium was the development of reality-oriented, multi-media training materials for use in professional growth and development activities for special and general administrative personnel. Such materials have been designed to upgrade the skills and knowledge of both practicing and prospective leaders in both university and field settings, and fill a void which presently exists in the area of instructional methodology for professional education. The 1960 Yearbook of the American Association of School Administrators cited the sterility of methods and courses used in upgrading educational leadership personnel, labeling such instruction as "classroom bound" and pointing out that administration was more frequently "talked about", rather than observed, and often consisted of exchanging war stories and recipes of success. Herbert Simon, commenting on training programs in the business field, stated the situation quite succinctly when he referred to such programs as consisting of "homely proverbs, myths, slogans, pompous inanities in terms not unlike those used by Ubangi medicine men to discuss disease." The Special Education Administration Simulation Project (SEASIM) was designed to meet these criticisms and is but one example of UCEA's activities and orientation toward the development of "unconventional modes and materials of instruction" for continuing and preservice education programs for educational leaders.

The use of simulation for training purposes can be traced to ancient Sparta where it was employed to prepare young warriors for the entry into

the military realm, and the American Management Association developed one of the earliest simulations for use in management training seminars. Daniel Sage of Syracuse University was an early pioneer in using simulation techniques for special education training with the development of his S.E.A.T.S. and S.E.A.S.E. materials.

As an instructional technique, simulation has at least eight major values over traditional methods: (1) developing the problem-solving skills of participants; (2) comparing decision-making methods with other participants; (3) developing verbal and interpersonal skills through interactions with other participants; (4) encouraging flexibility in coping with problem situations and developing alternative modes of response; (5) giving participants opportunities to grasp the "big picture" in comprehending the roles and functions which are being simulated; (6) developing the skills of analysis and synthesis of tentative solutions to real life situations facing the role incumbent; (7) learning to draw more heavily upon data and available information in the decision-making process; and, (8) application of the learnings resulting from the simulation to "back home" concerns and issues.

Assumptions

From conceptualization to implementation, a training package like SEASIM must be developed under a set of operational assumptions. These assumptions set the direction for the program and guided the developers as they proceeded with their tasks.

The first assumption was that SEASIM should be applicable to the training of both general and special education administrators. The

rationale for the inclusion of many of the components was based upon this dual interaction between the complementary disciplines. Current and emergent trends relating to the education of handicapped children call for closer collaboration between regular and special educators, and many of the skills and competencies judged in the past to be the exclusive domain of special educators, or of general educators are now deemed equally important for both disciplines. Decisions which were in the past made exclusively by one of the two disciplines are today being made in a cooperative mode.

Another assumption of SEASIM was that the materials should be equally relevant for pre-service training in college and university settings, and in continuing education settings in local school districts, regional educational agencies and state educational agencies.

The third assumption was that SEASIM should have sufficient flexibility for use in varying lengths of time. The simulation should be extensive enough to provide a complete set of instructional materials for a semester or quarter course in a higher education setting. They should also be adaptable enough for use in workshop settings ranging from intensive one, two, or three day experiences, to more extensive two or six week experiences often available during the summer.

The last assumption was based upon the existence of a previously developed set of training materials in the Monroe City context for general educational administrators. It was considered desirable to build upon the comprehensive and extensive data base of background materials and related data which was used in the multi-media simulation training packages previously developed by UCEA. This included the com-

prehensive Monroe City background booklets, the introductory filmstrip to Monroe City, numerous selected in-basket items, and filmed critical incidents used in simulating the principalships of Lincoln Elementary, Janus Junior High and Wilson High School.

Goals of the SEASIM Project

The central staff of U.C.E.A. outlined several goals for the SEASIM project in order to guide development teams in creating a consistent, reality-oriented training program:

1. SEASIM should attempt to assist participants to anticipate important issues involving special education rather than reacting to them in a more crisis state.

2. SEASIM should emphasize the problem-solving approach with equal emphasis given to both team and individual decision-making processes in the recognition that two-way communication is an essential part of administration.

3. SEASIM should focus upon important processes of special education administration rather than upon the single role of a special education director.

4. SEASIM should provide participants with knowledge about their own personal styles of decision-making and grasp of issues in the belief that feedback is a crucial element both in simulation and in administration.

5. SEASIM should approximate the reality of administration as often as possible (i.e., red tape, discontinuities, crises, confrontation, etc.).

6. SEASIM should emphasize the integration of general and special educational administration practices and processes.

7. SEASIM should emphasize the interactive nature of administration, and participants should be given ample opportunities to challenge and confront one another's ideas and approaches in the "fail safe" environment of the simulation laboratory.

8. SEASIM should provide a variation of settings in which the participants must operate from staff, committee and school board meetings, to individual office decision-making.

9. SEASIM should also employ a variety of media so that no single form is dominant. This would include audio-visual, written, data bank, critical incident and related stimulus items.

10. SEASIM should be structured in such a way that males and females can assume the role of Mare Grady, Special Education Director in Monroe City.

Stages of Development

SEASIM is the product of individuals representing nine universities throughout the United States. UCEA has a long tradition of involving its member universities in such complex developmental efforts, and this process was utilized successfully in the development of SEASIM.

The development of SEASIM included four phases: (1) identifying critical issues in administering special education programs in urban school districts; (2) developing background materials requisite to the simulation of special education in Monroe City; (3) developing specific components which integrate the background materials and the problem issues into a reality based situational context; and (4) synthesizing and coordinating the various SEASIM components into a unified and articulated training package.

The first stage of development commenced with a national study examining major concerns of special education administrators in the large school districts of the United States. This study, conducted by Al Lampe, Rutgers University, identified twelve major issues in the area of urban special education administration. They were as follows:

1. Evaluating Program Effectiveness
2. Inadequate Resources for In-Service Staff Development
3. Low Priority in Space Allocation
4. Inadequate Resources for Program Leadership
5. Shortage of Qualified Direct-Service Personnel
6. Financial Support
7. Provisions for Multiple-Handicapped
8. Identification, Classification, and Segregation of Children
9. Inadequacy of Communication Between Central Office, Units within the School System, and the Public
10. Special Education Administration status in Organization Structure
11. Inadequacies of Relationships Between Central Special Education Office and Local School Administrators
12. Relationships with State Education Agencies

The second stage of SEASIM development required that appropriate background materials be obtained from "Monroe City" in order to create a reality based data bank for use in the simulation. Development teams, under the direction of Godfrey Stevens, University of Pittsburgh, conducted site visits to the school district, and using the Lampe study as a base, gathered such items as student and personnel records, handbooks, budgets, program descriptions, curriculum guides, organization charts, staff rosters and so forth.

The third stage of the project was most challenging in that it required the development of the actual training components themselves. Sixteen individuals in eight universities took the responsibility for this area, and they are:

	INSTITUTION	PRIMARY DEVELOPER(S)	COMPONENT
1.	The University of Arizona	Sam Kier Francis Lord	Curricular Practices
2.	The California State University at Los Angeles	Harold Hall Lamar Mayer	Communication
3.	The University of Connecticut	Chauncy Rucker	Evaluating Program Effectiveness
4.	The University of Florida	Charles Forgnone Forbus Jordon	Financial Support
5.	The University of Illinois	Fred D. Carver Robert Henderson	Special Education Status in Organization Structure
6.	Indiana University	Philip Jones	The Continuum of Services in Special Education
7.	Syracuse University	Dan Sage	Special Education Administrative Relationships
8.	The University of Wisconsin	Patrick Teicher	Identification, Classification, and Segregation of Children

The fourth and final stage was also a major task in that the efforts of the eight development teams had to be synthesized and coordinated in such a fashion as to insure a training package with continuity and comprehensiveness. Lawrence Marrs, formerly of The University of Texas at Austin, provided key leadership in this endeavor by developing the necessary linkage systems and feedback approaches for the materials.

Background Material and Information

The basic data bank upon which SEASIM is based is the Monore City materials developed by UCEA. A number of items existing within previous Monroe City simulations are relevant to SEASIM. The 15 background booklets which describe the Monroe City school system are illustrative of this relevancy. The 15 booklets have the following titles: (1) The Monroe City School System and Its Environment: An Overview; (2) Monroe City: Its Setting and Demography; (3) The Political Environment of the Monroe City School System; (4) The Economic Environment of the Monroe City School System; (5) Monroe City's Mass Media; (6) Patterns of Influence in Monroe City; (7) Interagency Relations in Monroe City; (8) Community Organizations in Monroe City and Their Demands upon the School System; (9) Monroe City's Board of Education; (10) Internal Organization and Decision-Making in the School System; (11) Monroe City's Educational Program; (12) The School System's Professional Staff; (13) Monroe City Public Schools: Professional Negotiations; (14) Perceived Challenges to Educational Leadership in Monroe City; and (15) Monroe City's Students.

Background booklet number 16, Special Education in Monroe City, was developed for SEASIM.

The original eight components of the SEASIM development teams were collapsed into five in order to achieve a high degree of integrity, solidarity, and consistency throughout. The five components are labeled: (A) Continuum; (B) Identification/Placement; (C) Curriculum; (D) Finance; and (E) Evaluation.

Elements of the original eight components were selected and included in appropriate locations within the five finally designated components of SEASIM. When selecting specific items for inclusion, the decision was based on the philosophy and conceptualization underlining SEASIM.

SEASIM begins with the Continuum Component, which introduces the philosophical and theoretical orientation to the administrative approaches utilized within SEASIM. Components B through E progress in a sequence much like that ordinarily operationalized in the development of Special Education programs.

Philosophy and Structure

The philosophical and theoretical approaches postulated throughout the simulation are based primarily upon literature from administrative theory, organizational development adoption and diffusion of innovation, and a rationale for the integration of general and special education.

SEASIM integrates concepts from the fields of special education, educational administration, business and management, communication, and others which seem to have value in the integrating of special and general education.

From the very beginning, participants in SEASIM are exposed to concepts of organizational development as they deal with stimulus items. At the beginning of each of the components participants are asked to involve Monroe City school or community personnel in decision-making activities. SEASIM utilizes the theoretical approach to administration

developed by Getzels and Guba (1958), i.e., a transactional mode of interacting between individuals within an organization and individuals without the organization. Additionally, it assumes a Theory Y approach (McGregor, 1960) in dealing with individuals. Participants throughout SEASIM are exposed to a continuum of services philosophy for delivering instructional services to exceptional children (Reynolds, 1962).

The interfacing of these two basic kinds of dimensions, one emphasizing participatory decision-making and implementation, the other refelcting the responsibility of education for the majority of children is a unifying feature throughout SEASIM and creates a role or focus for special education which ultimately will allow for optimal interfacing of general and special education.

Structure of Components

The various components of SEASIM are composed of numerous stimulus items which may be used in total or in part by the instructor, depending upon the goals and objectives for the course or activity. It probably will not be possible for SEASIM instructors to utilize optimally all of the available stimulus items contained in SEASIM unless the game is adopted as the total curriculum for a minimum of one course (one course equaling about 45 instructional hours). It could require as much as 90 to 120 instructional hours to cover extensively all of the more likely considerations made available through the stimulus items. The flexibility of SEASIM is evident, in that it can be used as the primary vehicle for an extensive year-long learning experience or as the instructional tool in a short-term institute or workshop setting.

The indexing system of the instructor's guide assists the instructor in locating specific materials which are related to current goals and objectives.

SEASIM is an interactive learning experience, by definition and practice; students are involved with a variety of interactive, multi-media stimuli which include the telephone, 16mm film, role-play situations, other kinds of live action stimulus items, different types of written in-basket material, and audiotaped stimulus material.

Different types of feedback forms are included in SEASIM and are discussed in detail in the instructor's manual. These can be examined and discussed by the instructor and the participants from at least two dimensions: (1) the content of an individual participant's response to a specific stimulus item, e.g., how the participant dealt with the content of the stimulus item in terms of his particular response pattern and what kinds of learning took place as a result; (2) the process an individual participant utilized in resolving the problems inherent in the specific stimulus item, e.g., did the participant send a memo or a letter, make a telephone call, set up a meeting, go visit the person initiating the stimulus item, and so forth. A good deal of the learning that takes place through the use of SEASIM occurs during discussion among the participants and the instructor about specific content and process differences utilized by the participants. Therefore, a good deal of discussion time should be allocated in any SEASIM session for feedback and discussion.

Instructional Considerations

Generally an instructor can best handle the SEASIM activities if he is assisted by a minimum of one and optimally two or three individuals familiar with SEASIM and roles they are to play (depending somewhat on the number of participants). Certain elements of SEASIM require the use of outside personnel; others allow for the instructor to handle most of the interactions alone. For example, personnel might be used by the instructor as follows: (1) Two or three staff people could act as resources available to Mare Grady as he needs to discuss specific aspects of his job or certain problems that come up through stimulus items. (2) Similarly, at least one person should be available on the other end of a telephone in order that Mare might call him, inform him of what role he is playing, and ask him for specific information much as Mare Grady would actually do when telephoning for additional input prior to making decisions in his own office. (3) The instructor will frequently find it useful to have observers meet with the SEASIM participants and record data to be presented during a later feedback session. Observers can use feedback and observation instruments provided in the SEASIM package; for example, the SDAG instrument. This is one way of focusing on the process that takes place in group and individual activity.

The instructor might find it advisable to include, in any specific component of SEASIM, outside stimulus items of particular importance to the participants. For example, the legislature in the state where the instructor is operating SEASIM may be considering a special education bill of some magnitude. If this were the case, it would be highly logical for the instructor to obtain copies of this bill and put it into

Mare Grady's hands, asking him for some kind of response or action. Another excellent use of outside stimulus items is to request items from participants prior to their arrival at a workshop or institute where SEASIM will be the prime curriculum and to incorporate these into the operations of SEASIM. This technique obviously focuses on specific problems relevant to participants. The integration of local materials necessitates that the instructor be constantly vigilant that the integrity and consistency of SEASIM and Mare Grady are not defiled.

Pilot Testing and Evaluation

The SEASIM materials in their final form reflect a number of evaluation processes. (1) The eight development teams received editing and feedback assistance from numerous sources both within and outside their own institutions. (2) The materials were demonstrated in a variety of settings which provided feedback and evaluation to the development teams. These settings included: (a) the 1972 and 1973 conferences of the International Council for Exceptional Children; (b) three conferences sponsored by the Special Education Leadership Training Institute, under the auspices of the U.S.O.E., Bureau of Education Personnel Development and attended by several hundred special education leaders in the United States; (c) four separate local school district workshops for general and special educators; and (d) student responses and evaluation as obtained by the developers in their own university courses. (3) Final evaluations of SEASIM occurred in a series of dissemination institutes sponsored by UCEA and conducted nationally in the Spring of 1974.

Acknowledgements

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SEASIM Authors and Developers
And Institutes at the Time of Development

Louise Menlo Bauman	University of Texas at Austin
Mary Jane Boswell	University of Texas at Austin
Fred D. Carver	University of Illinois
Gary Collins	University of Florida
Charles Forgnone	University of Florida
Tom G. Gillung	University of Connecticut
Jessee L. Goldbaum	University of Connecticut
Donroy Hafner	Education Service Center, Region XIII, Austin, Texas
Harold Hall	California State University at L.A.
Doris Helge	University of Texas at Austin
Robert Henderson	University of Illinois
Phillip Jones	Indiana University
K. Forbus Jordon	University of Florida
Samuel Kier	University of Arizona
Francis E. Lord	University of Arizona
Lawrence W. Marrs	University of Texas at Austin
W. Michael Martin	University of Colorado
Lamar Mayer	California State University at L.A.
Harry Rensher	University of Florida
Chauncy N. Rucker	University of Connecticut
Daniel Sage	Syracuse University
Ernest Singletary	University of Florida
Swayne E. Snell	Indiana University
Frederick Snyder	University of Connecticut
Godfrey Stevens	University of Pittsburgh
Paula Szabo	University of Connecticut
Patrick Teicher	Houston Independent School District
James R. Yates	University Council for Educational Administration

Assisted By

Gary Carman	Syracuse University
Zolton Christoff	The University of Pittsburgh
William Garove	The University of Pittsburgh
Joseph Gaughan	Syracuse University
Thomas Goodman	Syracuse University
E. E. Handley	The University of Pittsburgh
Colonel T. Hawkins	The University of Pittsburgh
Douglas Morgan	The University of Pittsburgh
Robert Rinaldi	The University of Pittsburgh
E. Hugh Woods	The University of Pittsburgh

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The Training of School Psychologists Through Simulation: PSYCHSIM

Ann W. Engin
The Ohio State University

Jane N. Miller
School City of Mishawaka

The educational institution is confronted with divergent messages from social and political forces within the community and must be proactive as well as reactive in order to shift societal emphases in a planned, desired direction. The school is a catalyst for cognitive and affective growth. Furthermore, the school psychologist has a key role in the educational enterprise. The current model of school psychology is fraught with role amorphousness, multidirectedness, and multiple expectations by significant others. As a result, role schizophrenia functions for the school psychologist. The school psychologist, however, can be a major influence in planned change if he/she learns how to become a change agent and to work with other change agents effectively.

The problems of trainer and practitioner in school psychology today are formidable, not the least of which is to facilitate development of a core of competencies in a multitude of skill areas. Each school psychologist must develop a role definition which allows for the exercise of skills, integrated with his/her own personality, philosophy of psychology, and needs of the particular educational position in which he/she finds himself/herself.

To build upon already existing skills, the school psychologist needs systematic feedback and the opportunity to try out new behaviors in a supportive environment. "Getting it all together" is a crucial problem for all of us, and the possible loss of professional reputations involved in self-training or experimentation with role differentiation in full view of the educational staff is threatening. Often, we do not

try innovative techniques for fear of failure or embarrassment.

Simulated situations offer a way out of this dilemma. Simulation as a training technique allows participants to "try out" possible behavioral alternatives in a relatively non-threatening situation where no harm can be done and errors can be examined and behavior modified. Simulation can be viewed as one way of executing a more carefully planned transition from didactic instruction to the practicum of internship experience in school psychology. Simulation materials may also be used in in-service work to help educational personnel sharpen existing skills, to identify and develop new skills, and to explore new aspects of professional role.

Simulation provides economy of instruction time and a format for encouraging participants to integrate course work, experience and philosophy. The opportunity to confront real problems and act out professional decision making or consultative skills can be psychologically engaging. Additionally, it provides a framework for the participant to cross-validate personal observations with the observations of others.

Historically, special education and school psychology have operated in a required but often uncomfortable relationship. Points of concern have been very similar but each discipline has viewed its role uniquely and generally as the primary discipline associated with learning and behavior problems of students. That is to say, different expressions of very similar problems and issues are found between school psychology and special education administration. It seemed that GSEAC had the opportunity to work with school psychology developers in addressing some of the training needs of school psychology, i.e., the need for reality oriented,

multi-media training materials, and to further test the GSEAC model of "a cooperative interinstitutional change model for developing, disseminating and utilizing innovations for training specialized personnel." The interface of special education and school psychology provided an opportunity to test whether the GSEAC model is, in fact, a more general integrative model.

Beyond testing the GSEAC model the development of a school psychology simulator provides the opportunity to develop and test materials that are capable of providing training to more general roles. For example, are there problems and issues which can, for training purposes, be presented effectively to school psychologists, general and special education administrators?

With these points in mind a new instructional package was developed in cooperation for use in the training (pre-service and in-service) of school psychologists. PSYCHSIM (Engin and Miller, 1974), a multi-media simulation, is published by the University Council of Educational Administration (UCEA) and is a part of URBSIM reality-oriented simulators for training educational leaders, --notably administrators. These simulators are media ascendent and are built upon an extensive data base generated by study of an actual city. Monroe City is the pseudonym for a city with one of the 20 largest school systems in the United States.

PSYCHSIM is a role assumption simulation within the background model of Monroe City. In this contextual response simulation, the participant behaves as if he/she were in a real-life situation. PSYCHSIM, like all other instructional simulations, is based on the supposition that enacted response experiences will best prepare the participant to

respond to the actual situation, i.e., optimal transfer of learning will occur when both the stimulus and the response situation of instruction closely approximate those of the real situation. Rather than learning to talk about functioning as a school psychologist participants may actually exhibit behavior expected of a school psychologist faced by various stimulus situations. In other words, the presentation of any bit of reality may then be interpreted by psychologists or the trainer in whatever theoretical framework or role model which seems useful or appropriate in the situation. The idea is to present reality. How that reality is interpreted and how the solutions are generated is a function of the training model or professional needs engendered by locale or current constraints in the system.

PSYCHSIM delineates by action problems some central issues in school psychology practice which must be resolved in order to develop a frame of reference and a sense of direction for future work. Mental health theory and an emergent strategies approach is borrowed from Cowen, Gardner, and Zax (1967). It calls for more flexibility and experimentation in the delivery of services and a shift from secondary and tertiary to primary prevention. In addition, the developers believe that theory and strategies in organization development must be learned and used characteristically in order to have maximal impact on the system. In order to do this, the school psychologist must possess the capacity for skillful interaction with others.

Collaborative consultation in the sine qua non of the field and the school psychologist must keep that concept at the forefront of all of his/her activities. School psychologists should be able to model

the behavior they suggest for others and be able to effect change in other change agents. Then and only then will the psychologist be able to modify the influential social systems which shape human development.

The various components in PSYCHSIM represent different types of stimuli which include 16mm film incidents, telephone interruptions, role play situations and written in-basket materials. Participant responses may be enacted or written. Memo paper and letterhead from Monroe City are included in PSYCHSIM to add realism to the written responses. The instructor should decide when it is preferable for participants to write out memoes or letters and when merely to outline the content and rationale of the written response.

Each participant in the simulation plays the part of Chris Jefferson, school psychologist. The name was chosen so that both males and females could assume the role of the new psychologist in the Monroe City Schools. The simulation instructor may decide to add to reality by formally "employing" participants through verbal or written "contracts" and other touches of reality such as, name tags, letters of welcome, and desk signs.

The instructor sets the scene and maintains the simulation. In essence, the instructor represents the real world, making decisions, or giving information about the problem. The instructor may add data he/she feels important in using the materials, or may introduce contingencies which add to the quality of the experience for the particular group. Instructors should strive to involve participants with PSYCHSIM stimulus items in creative and flexible ways appropriate to the instructor's teaching style, the participants' learning styles, and mutual objectives. Since PSYCHSIM is an interactive learning experience, the quality of

learning is heavily dependent upon the skill and resourcefulness of the instructor. It is, therefore, incumbent upon the simulation instructor to elicit and to use feedback regarding his/her effectiveness in creating the learning environment so as to improve his/her own skills from one simulation experience to the next.

Prior to the instructional use of PSYCHSIM, the instructor should assess learning needs of the participants in order that he/she may select appropriate materials from among the numerous components. Several additional techniques may be used to insure instructional relevance.

The instructor may request items from participants prior to their arrival at a workshop, institute or class and incorporate these into the instructional materials. For extended periods of time when PSYCHSIM is to serve as the major curriculum, the instructor may maximize benefits from simulation by requiring participants singly, or in task forces, to design additional components for group use. All of the above help to insure inclusion of problems of particular relevance to the group. The latter allows for a more thorough understanding of problems of simulation design and may serve to interest some of the participants in designing simulation for use in their own work situations, e.g., simulation techniques could be designed for use in staff development, parent groups, student groups, and individual counseling situations.

The instructor should always maintain a flexible agenda for operation of PSYCHSIM responsive to needs of the participants. Simulation activities should be varied and dynamic so that participants do not become unenthusiastic or bored. PSYCHSIM components and media provide an extensive variety of materials, allowing the instructor to mix

activities during any one instructional session and to approximate the reality of school psychology functioning (i.e., stimulus overload, red tape, discontinuities, crises, confrontations, necessity for quick decision making, etc.). The PSYCHSIM instructor should attempt to coordinate the input items in a way that will lend cohesiveness to content and process rather than the compilation of a variety of activities for the sake of variety alone. A realistic work sample should afford instructor and participants the opportunity to evaluate flexibility and resourcefulness in terms of dealing with different kinds of process and content as they impinge upon participants within a given time frame.

The culmination of any component is discussion among the participants and the instructor. Discussion facilitates ultimate synthesis of knowledge, attitudes and skills. Feedback to participants is an important aspect of the instructional situation. A number of feedback forms are provided in PSYCHSIM and are discussed in detail in conjunction with the stimulus components. Feedback may be provided to individuals or to groups and should have a two-fold focus. Both process and content dimensions of responses need to be systematically explored so that process and content differences may be highlighted and assessed. It is important for both the simulation instructor and participants to realize that there is no correct response but rather a series of alternative responses which may serve to fit both the demands of the individual stimulus situation and individual participant's styles. Thus, participants should be encouraged to try out various alternative responses in order to develop a broader repertoire of response alternatives and a better understanding of personal fit and comfort with various response alternatives.

PSYCHSIM would seem appropriate for university training programs and staff development or in-service workshop programs. Many of the PSYCHSIM segments have utility for training individuals other than school psychologists such as elementary and secondary administrators, special education personnel, and counselors. The developers learned anew that few problems in school systems are exclusively within the purview of only one class of educational professionals. Consequently, the materials are considered to be equally appropriate for mixed groups of school professionals.

Research on any or all of the PSYCHSIM components is recommended by the developers as a necessary adjunct to usage. Klein and Engin (1974) have investigated the efficacy of PSYCHSIM as a pre-service instructional technique. Although simulation has been accepted as a respectable and valuable instructional technique, many questions regarding optimal usage remain to be explored experimentally. (For suggested research ideas on simulation, see Fletcher, 1971; Cruickshank & Broadbent, 1970; and Twelker, 1969.) The developers encourage the use of PSYCHSIM to generate research efforts and in some small way add to both the theoretical and empirical knowledge store regarding instructional efficacy. The UCEA staff and PSYCHSIM developers encourage users of PSYCHSIM to send results of any research to UCEA so that dissemination to all users can be facilitated.

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Special Education and Litigation: Implications for Educational and Professional Practice

Leonard Burrello
Indiana University

This Final Report details the Special Education and Litigation Project which was a cooperative endeavor of the Institute for the Study of Mental Retardation and Related Disabilities, University of Michigan, and the University Council for Educational Administration. The overall objectives of this joint project were to provide:

1. University professors of general and special education administration with current status of the developing case law regarding issues of litigation and special education programming, in order to illustrate the effect of court decisions and stipulated agreements upon the delivery of services to handicapped children within the public schools.
2. University professors of general and special education with a description of the legal and educational implications of the litigation for the professional practice of administrators, teachers, school psychologists, school social workers, and other ancillary personnel in the public schools.
3. University professors of general and special education administration with new models of service delivery for handicapped children within the public schools.
4. New role conceptualizations within professional groups and between professional groups in the public schools in their service to handicapped students, parents, and teachers.

5. University professors of general and special education with simulated teaching materials in the form of a model suit to be used in their teaching of administrators in education.
6. An information bank of developing case law in the form of synopses of lawsuits, current status, and a glossary of terms relative to the legal implications for professional administrators within the public schools.

In 1972 a paper was developed and distributed to UCEA members. This paper was designed to trace the developing case law dealing with issues involved in testing, labelling and placement of handicapped children into special classes for the mentally retarded. This material was organized as companion material to the film entitled Special Education and the Law, produced a year earlier.

Within this first paper were outlined four issues that were generic to the Testing, Labelling and Placement cases:

1. Educational testing used by the schools does not accurately reflect the learning ability of the child;
2. administration of these tests is performed incompetently;
3. parents are not given adequate notice and opportunity to participate in the placement decision; and
4. special education programming is inadequate and placement into special classes causes irreparable harm.

Eleven cases were summarized in this first review, with a glossary of the key legal terms used in the outline and film as well as in the case law review was included in the initial document.

The format used for the case analysis was derived from legal research and consultation with authors of school law textbooks at the University of Georgia. The format proved to be useful and spawned many positive comments.

The second paper entitled, "Exclusion and Rights to Education and Treatment," was based upon five generic issues. The first issue was that exclusion from the public schools centered on the nature of the handicapping conditions. This issue has two significant branches: two classes of clients most often excluded from the schools are severely mentally retarded and emotionally disturbed; the second class of cases included those types of children who have been identified for placement into programs but have been placed on indefinite waiting lists.

The second class of issues related to school exclusion based upon medical or other diagnostic labels. The third set of issues were the right to adequate medical, educational and rehabilitative treatment and care. The fourth issue, as in the Testing Cases, was that of exclusion from the schools without adequate opportunity to participate in a hearing prior to exclusion.

Twenty-nine cases were reviewed in this second paper in the series. The other new feature introduced at this time in these reviews was the addition of newspaper releases which provided local and regional interpretation of the case log. These cases were drawn from the newspaper service contracted from Bell and Howell.

The third paper entitled, "Alternative Assumptions to Guide Professionals in Educational Practice," was designed to provide an alternative set of assumptions in the assessment, prescriptive programming

and placement issues. This paper was the basis of a model labelled "Special Education as Experimental Education: New Conceptualization," published in Journal of Special Education.

The fourth paper was a product agreed to by both the Institute project director and UCEA and was developed under a Bureau for the Education of the Handicapped grant: "The Conceptual Project in Child Variance." William Rhodes, the project director, agreed to UCEA's distribution of a model litigation suit entitled "Segregation of Poor and Minority Children into Classes for the Mentally Retarded by use of I.Q. Tests: a Legal Primer for Lawyers and Nonlawyers." This model suit was patterned after the Boston suit of Stewart vs. Phillips. This suit highlighted the plight of both black and poor white children who were victims of arbitrary testing which marked them for inferior education and inappropriate classifications.

The fifth and last paper in the series was designed to provide a complete analysis of all cases to date, January, 1974. Four basic classes of suits were summarized from 1967 to 1974. Classes of cases were relabelled and summarized into (1) classification, (2) right to education for the mentally retarded, (3) right to education (others), and (4) right to treatment. Another major section of this the fifth and last paper was an analysis of where the action was going to be in the near future. A projection was made on the basis of the history of litigation activity and the apparent context and position of the State agencies as identified through the newspaper clipping services. A total of 46 cases in 27 states was also reviewed and updated.

Evaluation

The series of papers was discontined as B.E.H. funding for the General-Special Education Administrative Consortium was concluded. The Special Education and the Law project did produce documents in every objective area originally proposed. The major qualification that should be noted relates to objective three on page one of this report. Models of alternative service delivery were developed under another contract with the State Federal Clearinghouse of the Council for Exceptional Children, not through the grant. It did support the original conceptual work in the third paper of this series. The alternative delivery paper is entitled "Administering Special Education Programs - an Interrelated Service Model." This paper can be obtained by writing the author.

Since this service has discontinued, those readers who wish to maintain their files and continue their pursuit of issues in the litigation on behalf of the handicapped should contact Mr. Paul R. Friedman and/or Ms. Ronna Lee Beck who have prepared "Mental Retardation and the Law, a Report on Status of Current Court Cases" for the President's Committee on Mental Retardation, under HEW Contract No. 100-75-0114, through the U.S. Department of Health, Education, and Welfare, Washington, D.C., 20201.

Selected Instructional Materials Judged Relevant to Educational Administration

James R. Yates
The University of Texas

A common image of university instruction is a professor standing behind a lectern looking out upon passive audiences of various sizes. The audience consists of students, pad and pencil in hand, showing varying degrees of attention to verbal presentations of the professor. Often we can visualize the professor using stimuli other than auditory by turning to the blackboard and making some hurried, barely interpretable written statements. Occasionally, a rather innovative professor might use the overhead projector for display of prepared transparencies or to project some of his hand-written notes. The sterility of methods and content, of university courses has not escaped even colleges of education, where the latest and most innovative methods of instruction based upon solid theories of learning are frequently described, but rarely demonstrated. The old adage of "practice what you preach" is too often ignored in colleges of education. Some have suggested that educational administration programs within universities have the greatest tendency of all educational preparation programs to provide instruction which is strictly "classroom bound." Preparation programs in educational administration were making only passing reference to less traditional methods and techniques of instruction as late as the mid-fifties (Southern States Cooperative Program in Educational Administration, 1955).

Fortunately, the stereotype previously described is no longer applicable in an increasing number of education administration preparation programs. Professor Richard Wynn of the University of Pittsburgh describes in a UCEA monograph a developing interest in "unconventional methods and materials of instruction" (1972). The University Council for Educational Administration has for a number of years devoted an increasing amount of its resources to development and dissemination of a wide range of non-traditional instructional materials, i.e., simulations in leadership and administration, such as the Monroe City Urban Simulation materials; case study materials - written, audio taped, and filmed; tape recorded and filmed instructional content; special books, pamphlets, monographs, programmed tests, and special periodicals (Educational Administration Abstracts and Educational Administration Quarterly). By the early 1960's, materials developed under the auspices of the University Council for Educational Administration were to alter traditional methods of instruction (Culbertson, Farquhar, Gaynor, and Shibles, 1969). In spite of increasing quality and quantity of instructional materials identified, developed, and/or disseminated through the UCEA, there is great need for more and better quality materials.

There are instructional materials which have been developed and/or disseminated which are external to education per se, but have applicability to preparation programs within education. For example, many of the techniques recently receiving prominence and adaptation within education were developed originally within the private sector, or within government (PERT and PPBS). As a result, there are many

training materials developed by business and the government which deal with these concepts and techniques. The efficiency of using already developed materials which can be adapted or applied in education is obvious. Unfortunately, many of these materials remain "peripheral" as educators frequently are not within the dissemination networks for such materials from business, industry, and the government.

The search, retrieval, and utilization of materials developed external to formal education by professors of general and special education administration training programs would appear to require the acceptance of certain basic assumptions:

1. There is a general body of knowledge related to administration which cuts across different fields of administration.

2. Knowledges, understandings, and skills of administration developed and demonstrated within one field of administration may be generalized to other fields.

3. There have been materials developed by those in institutions and organizations external to education which relate to educational administration.

4. There is an expressed desire on the part of trainers of educational administrators to employ newly identified instructional materials related to the field of administration.

5. It is economically sound to use materials already produced in other fields of administration and which have applicability in educational administration.

The General Special Education Administration Consortium, operating under the auspices of the University Council for Educational Administration, tested these assumptions with students and faculty of general and special education administration training programs. The reaction of Consortium members was judged positive. As a result, an inter-university effort was initiated by the Consortium to:

1. Identify audiovisual and gaming instructional materials which had been produced by developers/disseminators external to the discipline of education, i.e., the private sector, the military, other academic schools and departments.

2. Review and assess the applicability of these materials to the field of educational administration.

3. Select and categorize materials deemed useful to the field of educational administration.

4. Disseminate such compilations to those responsible for training educational administrators.

Seven university teams assumed responsibility for identifying, assessing, and selecting materials from specified content areas relevant to educational administration. In order to successfully operationalize the project, it was necessary to narrow the area of search to two specific types of materials, i.e., audiovisual and gaming materials. For the project, instructional materials were defined as follows:

> Audiovisual materials are inclusive of auditory and visual recordings with one exception, i.e., written or printed materials; gaming materials are a process which incorporates rules, regulations, and procedures for a game plan which is interactive and generally provides a system for scoring results. The content areas included are:
>
> (1) Communication
>
> (2) Education and Race
>
> (3) Group Processes
>
> (4) Organizational Leadership
>
> (5) Administrative Techniques
>
> (6) Negotiations

In addition to the seven universities directly involved, contact was initiated with 25 additional universities not immediately involved in the project in order to seek their help in searching various academic schools and departments within their institutions, such as

business administration, psychology, speech and/or communication, urban affairs, and so forth.

The two broad criteria, quality and relevance, were applied to the materials: Is the technical quality of the media sufficient to promote learning? Is the content message well presented? Is the content relevant to general and special education administration? Would I, as a professor of educational administration, use the material? Is the material better than what is currently being used in educational administration? Will the material supplement what is currently being used in educational administration? Would I, as a trainee in educational administration, want the material used in my training program?

The university teams submitted descriptions of the selected materials in a standardized format to the UCEA central office. There, descriptions were edited, classified, indexed, and compiled for printing and dissemination.

This publication was the result of efforts of numerous professors and students of general and special educational administration. Only materials which were actually screened and selected were included within the publication. As a result, users of the publication can have some confidence that the materials described were judged useful to the training of educational administrators by a colleague assumed to have a similar training and experience background.

Although individual university teams had specific responsibility for certain content areas, the team members made the decision that

credit for their efforts should be given in the publication through a composite alphabetical listing of contributors without any specific designation as to which sections and/or materials were contributed by various team members. Such a means of recognition is certainly minimal in light of the fact that university teams from Ball State University; Teachers College, Columbia, University; The University of Kentucky; The University of Oregon; Southern Illinois University; Syracuse University; and the University of Michigan screened literally thousands of pieces of instructional material and many hundreds of man hours were devoted to the project.

It is hoped that users of the publication will be able to obtain and utilize instructional materials which will significantly alter the stereotype of the university instructional process, produce meaningful learning experiences for students of educational administration, and in turn advance the study and practice of educational administration.

Contributors

Vincent Aniello. . . . . .Columbia University
Thurston Atkins. . . . . .Columbia University
Earl Brabandt . . . . . .University of Oregon
Fred Bertolaet . . . . . .University of Michigan
Leonard Constantini. . . . . .Syracuse University
Charles Faber . . . . . .University of Kentucky
Woodson Fishback . . . . . .Southern Illinois University
Burton Knighton . . . . . .Asst. Director Metropolitan Detroit Bureau of School Studies
Don Lyon. . . . . Ball State Universtiy
Gerald Mansergh. . . . . .Universtiy of Michigan/ Wayne State University
Howard Morgan. . . . . .Southern Illinois University

Robert Rose . . . . . University of Oregon
Daniel Sage . . . . . Syracuse University
Edward Sassee . . . . . Southern Illinois University
Robert Seitz. . . . . Ball State University
Wilson Smith. . . . . Administrative Asst., UCEA

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Interpretive Content for Monroe City Stimulations

As has been detailed and described elsewhere in this report, there was in GSEAC a heavy program thrust to develop appropriate simulation training materials within the context of the Monroe City data base. Simulation materials focus upon development of skills, application of skills, and process functions. It has also been perceived by users of simulation that simulation materials should also have accompanying them certain cognitive materials which are supportive of the simulation experiences and interpretive of those experiences. As a result, GSEAC sponsored the development of a series of interpretive content papers. The series specifically was designed to link theory and practice. Interpretive content papers being theoretical, practice being related to the context of Monroe City. The purposes of the papers included: 1. To set forth specific concepts of potential use to instructors using the Monroe City simulation and to provide guidance to those preparing their own interpretations. 2. To provide students with examples of the application of theory to administrative practice as experienced in simulations. 3. To expand the data bank of content upon which students and instructors can draw as desired; such as providing specific reading assignments for students.

Three papers focused upon the decision-making process in Monroe City Schools: "Community organization and decision-making in Monroe City:--Daniel U. Levine, University of Missouri at Kansas City; "The Organizational Environment of the Monroe City School System" -- Ronald Corwin, Professor of Sociology, Ohio State University;

"Patterns of Influence: A Fact on Education Decision-Making in Monroe City"-- Larry W. Hughes and James E. Kaylor, University of Tennessee.

An interpretation of the film "Sally" by Lloyd DuVall, Appalachia Educational Laboratory, examines behavior, issues and circumstances surrounding a critical and explosive incidence. Interpretation is framed within initiation, confrontation, escalation, resolution and aftermath of such critical incidence. Authella Bessent, of The University of Texas, developed an interpretive content paper on "A Behavioralistic Analysis of a Teacher/Pupil/Principal Controversy." This interpretive content relates behavioristic psychology principals to the management of specific conflict. Al Peterson, of the University of Chicago, interprets the "Changing Power Relationships in Monroe City." "The Unwanted Pupils" filmed critical incidence is analyzed and interpreted by Charles Meisgeier of the University of Houston.

The development and availability of the interpretive content series adds a significant dimension to the use of the Monroe City materials, particularly strengthening the ability of instructors and students to deal with the more conceptual and cognitive aspects of administrative training and practice.

Instructional Cases

A series of instructional cases was commissioned. Cases developed by professors of various GSEAC institutions were reviewed by professors in other GSEAC institutions. The best of the cases produced were reproduced and disseminated through two vehicles: 1) The UCEA Case Study Series and 2) included as instructional cases as a part of the SEASIM Monroe City simulator. Specifically, the cases that were included were: "Special Education--A Racist Institution?", Sam Kier and Francis Lord; "Status of Special Education in a City School System", Fred D. Carver, Robert Henderson, Max Spriggs; and "David Meets the System", Jari C. Norkin, William J. Mosley. These three cases represent what is believed to be the first instructional cases developed to deal specifically with content relative to special education administration. The fact that they are now available in a general education administration instructional case study series (the UCEA Case Study Series) and a broadly disseminated package of instructional materials (SEASIM) provides evidence of the significance of this particular project within GSEAC.

DISSEMINATION AND COMMUNICATION

Dissertation Inventory

A critical problem facing many graduate students as they begin to address the development of a dissertation is a complete review of past studies in areas of specific interest to them. Recognizing this problem, Chauncey Rucker of the University of Connecticut, with sponsorship of the GSEAC, developed mechanisms to identify all dissertations completed in the area of special education administration in the United States. Descriptive information on these studies, including a brief abstract, was prepared and published for dissemination to members of the General-Special Education Administration Consortium. The inventory was updated annually, providing an on-going and continuous resource concerning dissertations completed in Special Education Administration.

In addition to a clear contribution through dissemination, the inventory also served as a data base for studies of types of research completed in special education administration. Specifically, Robert Henderson and some of his special education administration graduate students at the University of Illinois analyzed the dissertation inventory from the standpoint of categories of studies by institutions and individuals completing those studies. This particular study was reported in one of the GSEAC regional conferences and was later disseminated and made available to the Consortium. The dissertation inventory was a specific contribution filling a unique void.

UCEA Review

The UCEA Review (known and titled during the life of the Consortium as the UCEA Newsletter) was utilized continuously for dissemination of information of concern to the Consortium. During the life span of the Consortium better than 48 separate articles appeared with the UCEA Review. The importance of utilizing the UCEA Review as a communication vehicle cannot be underestimated as the UCEA Review is one of the most widely read publications by professors and graduate students of education administration. The possibility of presenting information related to special education in a general administration publication is significant. In some cases the Review provided perhaps the only specific information related to special education content available to education administration graduate students. When one considers the fact that such graduate students assume leadership roles as superintendents and chief state school officers, and so forth, the access through the UCEA Review to such an audience is truly unique. When considering the sharing of special education information through the Review, it must also be remembered that the UCEA Review is widely distributed to general education institutions, organizations and individuals in major leadership roles. For example, the American Association of School Administrators, the Council of Great Cities, and so forth. Since Consortium membership also included special educators, the Review provided a significant source of general education information and content presented from the perspective and interests of the general education administrator.

Beyond the ability to communicate complementary discipline information, articles in the Review served other functions related to operation

of the Consortium. It was a vehicle for communicating various projects, programs and activities within the Consortium. Professors and students having direct and specific interest in described programs and activities could choose to participate, seek additional information and request products produced. Additionally, the Review provided a vehicle for providing professional recognition, widely disseminated, of efforts of Consortium professors, graduate students and others involved in various program activities of the Consortium. Such recognition seems particularly important in light of the fact that professors and students generally contributed their time and resources to the Consortium.

A quite different function served by the Review was providing an organ which could disseminate conceptual research and other professionally relative information. Articles of substance carried communication beyond mere newsletter content. Having access through the Consortium to a national publication, the opportunity of sharing with the profession was significant.

Educational Administration Abstracts

Educational Administration Abstracts, published by the University Council for Educational Administration, is a major source for reporting literature relevant to educational leadership. It has broad dissemination within libraries and departments of institutions of higher education and is found in libraries and other areas related to professional growth in school systems and other areas of practice. During the General-Special Education Administration Consortium it seemed particularly important that literature related to special education content be made available to educational leadership in general. The natural and most powerful vehicle for such dissemination of information was Educational Administration Abstracts. As a result, during the life of the Consortium a special section was created for special education administration in Educational Administration Abstracts. Lawrence W. Marrs of The University of Texas at Austin served as the Associate Editor of Educational Administration Abstracts and was charged with the responsibility of designating abstractors, collecting the abstracts, selecting and reporting the specific abstracts to be included related to special education. Toward the end of the Consortium the responsibility and associate editorship was assumed by Charles Forgnone of the University of Florida. Forgnone continues in that role to date. Even though the Consortium life has ended, the dissemination of special education information in Educational Administration Abstracts continues.

Professional Associations

The focus of dissemination was primarily within the Consortium. However, as Consortium products and productivity increased professional organizations representing both complementary disciplines sought various linkages for dissemination purposes with the Consortium. For example, throughout the life of the Consortium various presentations, discussions and training for use activities occurred at American Association for School Administrators (AASA) conventions. Topics covered dealt with the concept of mainstreaming, training materials for special education administration, legal and legislative concerns, and so forth. As with AASA, the Consortium provided throughout its life presentations and training for use at the Council for Exceptional Children national conventions. Specifically, discussions were held related to the model of the Consortium, the interface of general and special education administration, various training materials developed through the Consortium, and evaluation of the Consortium.

The Special Education LTI at the University of Minnesota had numerous linkages to the Consortium. One specific link was devoted to dissemination utilizing the Consortium network for dissemination of the film, "Those Other Kids." The Consortium network was utilized for a series of dissemination institutes for this film developed by CEC under LTI sponsorship.

The Council of Great City Schools was also the focus of GSEAC dissemination. Specifically, the dissemination and training for use of SEASIM and PSYCHSIM training packages developed within the Consortium were utilized as the focus of one of the first seminars hosted by the Council of Great City Schools to focus upon special education.

CONTINUING EDUCATION

Telelecture Series
Conducted by GSEAC

Charles Horn
University of Alabama

In March, April, and May of 1972, the General-Special Education Administration Consortium (GSEAC) sponsored a series of telelectures throughout the nation. The purpose of these lectures was to explore ways in which the telelecture technique could be applied to the in-service training needs of University faculty members in both general and special education administration.

Specifically, four objectives were stated for the series: 1) to test a vehicle for information communication within GSEAC without great expenditure of time or money; 2) to provide an opportunity for inter-university communication; 3) to provide an opportunity for communication between the complementary fields of general and special education administration; 4) to test different formats and/or models for utilizing the telelecture medium.

Telelecture Equipment

The telelecture technique is a special telephone arrangement developed by the Bell System. It consists of simultaneous long distance or local telephone calls to any number of locations. These simultaneous calls are made possible through the use of conference telephone equipment. The conference telephone delivers sufficient acoustic power that it can be easily heard in a conference room or a classroom. For large audiences the call can be routed through loud speaker systems; for small groups a speaker telephone connection

may be sufficient. Due to the flexibility of the equipment used, it is possible to utilize the telelecture technique for a variety of functions. One lecturer may address a number of audiences in remote locations. Two-way conversations are possible so that question and response sessions can be conducted. Two or more groups may hold joint meetings via telephone. These and other uses are made possible through the basic conference telephone unit. Local telephone business offices can supply full details.

GSEAC Series

In the GSEAC Series, four telelecture arrangements were tested. On May 8, 1972, a telelecture, originating at Temple University in Philadelphia, Pennsylvania connected GSEAC members at Teachers College, Columbia University and the University of Connecticut with a lecturer at Temple. In a 30-minute lecture and discussion, Mr. Gary Makuch, Temple doctoral intern in special education administration and liaison between the Pennsylvania Departments of Welfare and Education reported on his study of the implementation of a recent federal court decision in which it was held that school systems in Pennsylvania must provide education for children who are mentally retarded, emotionally disturbed, or physically disabled. Following the lecture, participants from Columbia and the University of Connecticut questioned Mr. Makuch on aspects of the decision and how it will affect individual school districts. All participants received a copy of an outline for the telelecture prior to the call. A GSEAC Telelecture Evaluation Questionnaire was completed by the participants following the telelecture.

A second telelecture originated at the University of New Mexico in Albuquerque, and connected participants there with colleagues at the Universities of Northern Colorado and Arizona. Under discussion were the administrative implications of competency-based training programs and, peripherally, the accountability question. The GSEAC Telelecture Evaluation Questionnaire was completed by participants following the telelecture.

A variation of the telelecture format was employed at the Berkeley Regional Conference on May 11-13, 1972. Faculty and students in attendance heard a telelecture presentation by Professor Richard Lonsdale of New York University. The presentation and discussion focused on educational futures and the growth of the "futurism" movement in recent years.

A fourth telelecture in the series took place on March 28, 1972. Originating on the University of Alabama campus in Tuscaloosa, this one included participants at the University of Georgia in Athens, Georgia State University in Atlanta, the University of Kentucky in Lexington, and the University of Florida in Gainsville. The topic for discussion was "Retraining of Displaced Black Educators in the Southeast" and GSEAC faculty members and students discussed the problem in a one-hour telelecture conference. An outline containing a brief statement of the problems and a suggested format for the discussion was provided in advance. The discussion was tape-recorded and all participating institutions received a written transcript following the conference. Participants completed the GSEAC Telelecture Evaluation Questionnaire.

Prior Planning

Experience gained through the GSEAC telelecture series indicates that telelectures can be conducted successfully with a minimum of prior planning. Several advance steps are essential. They are as follows:

1) Ascertain if the appropriate telephone connections and equipment are available at each projected conference location. If not, local telephone companies can install what is needed.

2) Establish a specific date and time for the call in advance.

3) Make arrangements with the conference operator in advance. Be prepared to give the operator the exact numbers of the telephones to be used in the call.

In addition, the telelecture presentation may proceed more economically and efficiently if some consideration is given to the following:

1) Provide a topic outline or discussion format for each participant in advance.

2) Set a definite time limit on the call.

3) If many locations are to be involved simultaneously, designate one spokesman for each location, in advance.

4) Limit the topic or discussion to a few very specific points or questions.

5) Rehearse use of the equipment prior to the call.

6) Ask representatives of the local telephone company to provide descriptive material on the equipment for each participants in advance.

7) Don't wait until the last minute to begin preparing; plan early.

Private conference networks are also available when frequency of use justifies the cost. With them, delays in setting of the con-

ference are avoided and the consistency and the quality of the service is generally more satisfactory.

Telelecture Costs

Two types of costs will usually be incurred for a telelecture: installation charges and long distance toll charges. The former usually include the initial, one-time connection costs and monthly rental charges based upon the type of equipment used. The long distance toll charges are at the usual rates for any such call, and, of course, are based upon distance and length of time for the call.

Complete cost figures are not available for the GSEAC series at this time. It is difficult to predict exact costs for a telelecture since they depend upon whether or not the basic connection and equipment are already available or need to be installed and upon how many locations are included and the distance and time of the call. Costs of the Alabama telelecture can provide some guidelines for those considering a similar arrangement. Four of the five locations already had the conference connection available so there were no installation charges. The fifth location required installation of the connection and rental of speaker telephone equipment at a cost of $83.00. Long distance toll charges for a one hour call between Tuscaloosa and the other participants in Lexington, Gainesville, Athens, and Atlanta were $101.75. Thus the total cost of a one hour conference involving approximately 50 participants was $184.75. By comparison the cost of round-trip air fare from the same locations to Tuscaloosa for an in-person conference would have been $388.00. If per diem

costs at $25.00 per day for a minimum of two participants from each location are included, the cost increases to $588.00 for a one day conference. Thus, it is evident that substantial cost savings are possible through the use of a telelecture in contrast to an in-person conference.

Effectiveness of Telelectures

For those considering the use of telelecture, cost is not the only consideration. Cost savings are not very meaningful unless the same or similar objectives can be realized by means of the cheaper medium. The experience of participants in the GSEAC series indicates that the telelecture mechanism makes it possible to achieve all or a majority of the objectives achievable through an in-person conference. The variety of formats employed in the GSEAC series demonstrates that one lecturer can address effectively several audiences in different locations simultaneously; that participants in several locations can discuss effectively a topic of mutual interest simultaneously; and that one lecturer can address effectively a single group in another location. The number of variations on these basic formats is limited only by the user's imagination. In those instances where objectives are essentially to impart information, exchange ideas, and provide for discussion of topics of mutual interest, the telelecture offers a viable alternative to an in-person conference.

There are limitations on the use of telelectures which should be given serious consideration. Lack of visual contact among discussants tends to structure the conversation and reduce spontaneity.

Exchange of materials, visual aids, and reports is limited unless these are provided in advance. Discussion and information exchange are limited to the formal period of the telelecture; there is no opportunity for informal, social interaction, which often leads to significant benefits.

Technical problems with equipment and telephone connections may disrupt or interfere with the telelecture. In general, the telelecture lends itself to the formal aspect of information exchange, but restricts the informal interaction which oftentimes is very useful in enhancing the value of the formal presentation.

GSEAC Telelecture Evaluation Questionnaires

Participants in the GSEAC Telelecture Series were requested to complete the GSEAC Telelecture Evaluation Questionnaire following the telelecture. The questionnaire elicited written responses to these twelve questions: 1) To what extent did the telelecture increase your communication with representatives of other universities? Prior to the telelecture, during the telelecture. 2) To what extent did the telelecture increase your communication with colleagues in the complementary field (i.e., general or special education administration)? Colleague(s) within your university. 3) To what extent did the telelecture equipment (microphones, amplified speakers, etc.) meet the requirements of: audience size, room size, trouble free operation? 4) How effective was communication between audience(s) and/or professor(s)? 5) Was the topic of the telelecture relevant to your interests and professional field?

6) How effective was the telelecture medium in presenting information on this topic? 7) Would (does) receiving information related to the topic before the telelecture increase its effectiveness? 8) What media would be most useful in presenting prior information? Videotape, audio tape, written material, photographs, slides, transparencies, none. 9) What format of presentation do you think lends itself best to the telelecture medium? Lecture, panel, group discussion, other (specify). 10) Based on your experience with the telelecture, how effective is this medium for presenting information? 11) Would you participate in another telelecture in the future? 12) Please give any suggestions, recommendations, criticisms, etc., which would be helpful in planning any future telelectures; topic suggestions for any future telelectures. Responses were rated on a five point scale ranging from very positive to not at all.

Responses to the questionnaire indicate that participants found that the telelecture did not increase communication with representatives of other universities prior to the telelecture, but did so a great deal during the telelecture. Most respondents indicated that the telecture increased communication a great deal with colleagues in the complementary field. The telelecture equipment was not satisfactory in meeting the requirements of audience size, room size, and trouble-free equipment. Communication between audience(s) and/or professor(s) was judged to be very effective. Telelecture topics were seen as being very relevant to both participant interests and professional fields. Respondents indicated that the telelecture medium was very effective in presenting information on the chosen topic.

Most indicated that receiving information related to the topic before the telelecture would increase its effectiveness a great deal. Written material, audio tape, and video tape ranked highest in the selecting of media which would be the most useful in presenting prior information. The formats of presentation which most respondents indicated they thought lend themselves best to the telelecture medium were panel and group discussion. Respondents rated the telelecture as very effective as a medium for presenting information. Without exception, respondents indicated their willingness to participate in another telelecture in the future. Most criticisms of the telelecture dealt with the technical difficulties experienced in using the equipment and in maintaining satisfactory telephone connections among participants. Respondents also saw a need to plan topics and materials in advance, and to increase participating in discussions through use of both audio and visual materials whenever possible.

Future Telelecture Topics

Almost any topic of mutual interest among particular groups is compatible with the telelecture techniques. Participants in the GSEAC series recommended eleven future telelecture topics. They are: 1) evaluation, 2) financing special education, 3) implementation of legislation and public cooperation, 6) research findings in various areas, 7) legislative trends, 8) recruiting policy for minority students, 9) clinical supervision, 10) special education and the voucher system, and 11) post-school success of exceptional children.

Summary and Conclusions

Four telelectures were conducted in the spring of 1972 in order to: 1) test a vehicle for information communication within GSEAC without great expenditure of time, travel or money; 2) provide an opportunity for inter-university communcation; 3) provide an opportunity for communication between the complementary fields of general-special education administration, and 4) test the different formats and/or models for utilizing the telelecture medium. All four objectives were realized for the GSEAC series. Results were very positive with some participants reporting problems with technical and equipment functions. The telelecture mechanism was demonstrated to be a highly flexible technique, adaptable to a wide variety of topics and formats, which can be conducted efficiently and economically. Experience with the GSEAC series indicated the need for continued experimentation with the telelecture techniques.

Regional Conferences

James R. Yates
The University of Texas

The Regional Conference Series, sponsored by GSEAC, perhaps exemplifies best the application of the GSEAC model for the interface of general and special education administration in activities of relevance to both complementary disciplines. Annually, a series of geographically located conferences were held in which professors of general and special education administration and graduate students from the respective complementary disciplines met for two-and-a-half to three day periods. These meetings provided opportunities for interaction, dissemination with regard to the GSEAC, specific training in a variety of areas, dissemination of new and emerging information and, in general, provided an opportunity for interaction, professional growth and sensitization of one complementary discipline to the other.

A variety of different content was associated with the various conferences. Such content selection was made each year after a needs assessment and suggestions from the Consortium membership. Illustrative of the content was: Consortium planning; review of Consortium developed products such as the SEASIM, PSYCHSIM, instructional materials packages; discussion of emerging issues such as futurism in educational administration; review of new training techniques, i.e., training modules for decision-making developed by John Cauley at the University of Connecticut; research stimulation papers such as the one developed by Michael Nunnery at the University of Florida; interaction with training materials such as the computerized game SAFE developed by Jerry Debenham at the University of Utah; a review of legal issues, "The Courts Look at School

Disorders," David Kirp, University of California, Berkeley; "Decentralization, Implications of a Trend", Ted Reller, University of California at Berkeley; review of studies of GSEAC related experiences such as: "Lost and Found or A Study of Recent Graduates of Special Education Administration Training", Vernon Vance and Cliff Howe, the University of Iowa; "What Happened to the Theory Movement?", Andrew Halpin, University of Georgia; "Organizational Development Techniques applied to Preparation Issues", Brooklyn Derr, Harvard University; current areas of research such as National Classification Project, Nicholas Hobbs, Vanderbilt University; new areas of activity "Programmatic Research Dissertations", Emil Haller, Cornell University; "Anthropological Methods in Educational Administration Research", Fred Frank, University of Buffalo; "Organizational climate in UCEA Universities", Carl Steinhoff, New York University; "Historical Perspectives on Administration: Twenty-five Years of Educational Administration:, Roald Campbell, Ohio State University; "New Directions in Educational Leadership", Neil Gross, University of Pennsylvania; "New Approaches to Financing," James Hale, University of New Mexico; Technological Forecasting workshops, James Bruno, UCLA; "Comprehensive Models for Mainstreaming", Leonard Burello, University of Michigan, Pat Tieker, Houston Independent School District; "The Management of Evaluation: The Administrative Processes and Techniques", Mark Shibles, University of Connecticut; "Competency Based Education in People's Republic of China", Jack Merwin, University of Minnesota; "Competencies in Instructional Leadership", Kenneth McIntyre, University of Texas.

The foregoing list of presentations and activities of GSEAC

Regional Conferences is merely a sampling and is not intended to focus upon the highlights or the most significant of those activities. It is merely meant to be illustrative and informative of the quality and focus of the GSEAC Regional Conference activities.

The following is a list of GSEAC Regional Conference sites and hosts beginning with the 1971 planning year of the Consortium. The hosts of the Conferences were extremely important as all Conferences reflected joint planning between Conference hosts and the UCEA/GSEAC staff.

1971

University	Hosts
University of Oregon	Earl Brabandt Department of Special Education
University of Iowa	Cliff Howe Department of Special Education
University of Pittsburgh	Godfrey Stevens Division of Special Education and Rehabilitation
University of Georgia	Chet Johnson Department of Special Education

1972

Syracuse University	Sam Goldman, Dan Sage
Georgia State University	Jack Greer, Kenneth Wyatt
University of Illinois	Don Carver, Robert Henderson
University of California at Berkeley	Eli Bower, Ted Reller

1973

University of Kentucky	Marty Martinson, Charles Faber
University of Northern Colorado	William Gearheart, Art Partidge
University of Pittsburgh	Godfrey Stevens, Richard Wynn

1974

California State University at Los Angeles	Lamar Mayer, Harold Hall

University	Hosts
University of Minnesota	Richard Weatherman, Van Mueller
University of Connecticut	Chauncey Rucker, Gerard Rowe

Because the Regional Conference was a valued activity within the Consortium, in 1975 although the Consortium activities themselves had come to a conclusion, the UCEA and former GSEAC institutions co-sponsored three regional conferences.

1975

Georgia State University	Ken Jens, Jack Greer
Teachers College Columbia University	Vincent Aniello, Thurston Atkins
University of Arizona	Walter Olson, Henry Butler, Jr.

FUTURES

FUTURES

James R. Yates
The University of Texas

The world is changing with dramatic speed. It is no longer possible for an individual to select a particular geographical location, life-style or vocation and expect these choices to remain unchanged. This fact has tremendous implications for mankind in that it represents unprecedented departure from man's previous history. This change in the circumstance of man is related to a number of developments that have emerged in the last twenty-five to thirty years:

a. the increasing dependency related to the developing scarcity of resources (food, power, raw materials, etc.)

b. crises in international monetary systems

c. political crises (apparently unresolvable ambiguities in the roles of political systems that are philosophically opposed)

d. technical "know-how" (the industrialized vs. the underdeveloped countries)

e. ecological crises (pollution, diminishing resources, etc.)

f. a sense of change throughout the world's society (changes in population distribution, technology, configuration of nations, etc.)

Brown (1972) illustrates more explicitly how many of these variables have impinged upon the traditional structure of society. Consider the fact that 150 years ago 80% of the people had to produce food while today only 6% of the U.S. labor force produces sufficient food for the remaining 94% of the population. Manual labor comprises only 1/3 of the labor force of the United States. As Daniel Bell (1973) postulates, we are on the verge of moving within the next 30 to 50 years from the

industrialized period of man's civilization to the "post-industrial society." While the current industrial period has been shaped by technological advance, Bell argues powerfully that the post-industrial society will be influenced by knowledge. The preceding attention to global trends is to emphasize the point that there are significant and rapid shifts or changes occurring today and projected in the future. As these forces impinge upon man, significant adaptations are being made in man's style of life. In summary, it appears that change is now more rapid, more complex and more pervasive than ever. As Ian Wilson (1972) has indicated, change has been institutionalized in our society. The institution of education has not escaped these forces of change.

It is felt that the current and emerging context of education reflects basic shifts or changes in variables bearing upon education. It is further assumed that in general, the non-anticipation of such changes and shifts is a primary source of current educational crises. The following shifts or changes are viewed as particularly relevant to the delivery of educational services:

a. Demography - Census data now makes it relatively clear that the United States is approaching a stabalization of population growth. This variable alone should precipitate some 10 to 15% decrease in the number of students to be served by the educational system by 1985. In other words, the educational system is moving from a period of growth to a period of stabalization or decline. Kenneth Boulding (1975) suggests that there is a great need for educational leaders skilled in "managing decline."

Although the number of students will decline Culbertson (1972) has indicated there is a growing significant discrepancy between the training potential and the demand for training of educational personnel. While the training capability will continue for a period of time, the largest number of teachers will be at an age range of continued service to school systems for the next twenty to thirty years. The large body of teachers in this age range is a result of systems hiring large numbers of teachers in the 1960's to respond to the "baby boom".

b. Technology - There has been a significant increase in the types of sophistication of technology available to educators. The computer with capacity for storage of large amounts of data raises a question concerning the future of printed textbooks and other traditional media. The computer with significant interactive capability stimulates discussion of the potential of the computer to provide significant amounts of individualized instruction. The almost total access of the populist to cable television promotes questions relative to the school building remaining as the primary source of training or instruction. The potential of medicine and pharmacology to apply drugs having cognitive impact on students has demonstrated feasability. While the basic format of education has been in place for some 2,000 years, the emerging technologies raise serious questions about the continuation of such strategies.

c. Dramatic shifts and changes in funding patterns - Dramatic increases in federal funding to education has been characteristic of the 60's and 70's (Yates, 1976). Accompanying such increased funding has been increased federal decision-making relative to school service delivery. The increasing incidence of local school bond or milage increase failure is another characteristic of the funding shifts emerging in education. The increased introduction of courts and litigation relative to funding patterns has, in recent years, provided another force impinging upon public school finance.

d. Shifts in power configurations - There appears to be definite movement toward pluralistic, decentralized decision-making with regard to education. For example, the days of the school superintendent making unilateral decisions with regard to personnel, instruction, curriculum, financing and so forth, have rapidly drawn to a close. The demand for participation by school instructional personnel, administrative personnel and the general public has dictated a more pluralistic approach toward educational decision-making. The relatively new circumstance in education of unionization and collective bargaining further supports diffusion of power configurations in education.

e. Shifts in educational needs - As our society moves toward shorter work weeks, early retirement, less requirements for manual labor and so forth, it becomes more obvious that the opportunity exists for education to become a major consumer of the individual's

time. That is to say, education may be a life-long process rather than within the traditionally conceptualized three to twenty-one years of age. Emerging discussions and advocacy for plans such as vouchers, educational time credits for life-long exit and re-entry into the educational process and so forth are indicative of shifts in educational need.

f. Shifts in societal values - Much discussion occurs in the news media and in other formats of societal value shifts. Discussion of concepts of equal rights, opening of systems to ethnic groups and women, lowering of barriers to the handicapped and disadvantaged, concern for humanistic or moral education, redefinition of the home and marriage contract, acceptance and growth of the practice of abortion, and so forth, illustrate such societal value shifts.

The awareness of such forces or trends upon education has precipitated a greater sensitivity and concern on the part of educators and non-educators for the future of schooling in this country. The emerging discipline of futures with its accompanying proliferation and improvement of technological forecasting techniques (Hencley & Yates, 1974) is perceived by some to provide the means by which education can be more effective in responding to the future. Some have described the irony that schools are the only societal institution totally devoted to the future. That is to say, their product is primarily relevant in the future, i.e., impact of educational activities are essentially only visible within the succeeding generations. However, education has historically been captured by the concept of being a reflection of

societal values, mores and circumstances which are, at best, current. Its procedures and techniques have traditionally focused upon review and retention of hisotrical information. Rational procedures taught within educational systems have traditionally focused upon synthesis and analysis of past and current data and projection only in a linear fashion of such events.

Lasswell (1975) suggests that the school's greatest contribution may be in providing "early warning" for society. Implicit in such a statement is the shift for education from provential to national concerns. Can parents and local educators think and act not only as local patrons, but national citizens? Because of rapid shifts in society, some raise serious questions relative to the school's curriculum. Specifically, should schools prepare individuals to "expect the unexpected"? Alvin Toffler (1970) articulates how awareness of tomorrow permits greater coping. A changing society demands changing schools. Rubin (1975) argues that an indisputable fact of survival is "man must plan." He also advocates that studying the future is not for the purpose of prediction, but to clarify the present and to project redirections.

Frequently described in educational literature is the paramount need for education to articulate comprehensive policy which establishes goals and procedures which are relevant, essential and communicable. The demands for strategies to decrease discrepancies between what potentially can be accomplished in schools and what is the current level of practice stimulate forces to press schools for accountability and/or discrepancy evaluation. Educational leadership is perhaps overly cognizant of many of the forces, problems and contingencies

that have been discussed. However, the bonds between educational leadership, policy-making and forecasting need to be strengthened. Harold Shane (1973) states that educators have allowed their imaginations to "grow fallow".

In order to encourage futuristic thinking, organizations need to set up special components to address the future. Additionally, it could be suggested that specific or special positions within organizations need to be created in order to develop the appropriate focus upon the future. Since futuristic efforts are in many ways related to philosophical and value shifts and comprise new methodology, the need for training materials to facilitate education decision makers in understanding and utilizing futuristic methods is obvious, particularly since such training materials are practically non-existent.

The General-Special Education Administration Consortium members showed sensitivity and understanding of the importance of issues related to the future. From the original needs survey completed during the planning year (1971) of the Consortium, it became very clear Consortium participants were very concerned with developing skills to help them anticipate the future and to identify or develop particular techniques which would be useful in defining and articulating possible futures. While great importance was placed upon such activities by those early Consortium planners, they also judged such activities to be high-risk activities in the sense that the probability of success in these areas would be low.

Task Force on Future Trends

The first specific program activity in the area of futures was a Task Force on future trends. This task force specifically had as a product the articulation of specific program areas within the Consortium that would prove fruitful in the area of futures. Some six specific program areas concerned with futures were developed and a large allocation of resources throughout the Consortium life were devoted to these major areas. It should be noted, at the time of the initiation of the Futures Task Force, there was very little activity of any kind in the nation related to educational futures. In fact, during the last year of the Consortium the focus upon futures might well have equalled the entire effort in educational futures occurring in all other educational leadership endeavors in the nation.

The Task Force on Future Trends began to specify what new trends may be emerging in education that could impact upon educational leadership, defined futuristic areas of GSEAC program, and determined procedures for accessing future needs within the field of educational leadership. The small Task Force consisted of Samuel Goldman, then of Syracuse University; Samuel Popper, University of Minnesota; Daniel Sage, Syracuse University; Godfrey Stevens, University of Pittsburgh; Richard Weatherman, University of Minnesota; and Richard Wynn, University of Pittsburgh. All of the descriptions of futures program activities described in the following sections emerged from the planning efforts of this original Task Force on Future Trends.

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Trend Analyses

The Consortium commissioned a series of trend analyses. Trend analysis has been conceived as a fairly specific mathematical approach to define data points from the past and from those data points project a line of "Best fit" into the future. This particular effort in trend analysis was an adaptation of the mathematical techniques of taking past data and projecting to the future. Specifically, the trend analyses completed described the historical perspective of the issue under consideration, synthesis and analysis of such data and an articulation of future or anticipated circumstances related to the issue. The following trend analyses papers were completed, reproduced and disseminated through the University Council for Educational Administration. The papers are available as a "Trends in Education Series".

Public and Private School Cooperation, George Elford, Director of the Northeast Regional Offices, Education Testing Service, Wellesley Hills, Massachusetts.

The "Special" Child Goes to Court, David L. Kirp, Associate Professor, Graduate School of Public Policy, Lecturer, School of Law, Senior Research Fellow, Childhood and Government Project, University of California, Berkeley.

Changing Roles of Special Education Personnel, Maynard C. Reynolds, Director, Leadership Training Institute for Special Education, Chairman, Department of Psychoeducational Studies, University of Minnesota, Minneapolis, Minnesota.

Trends in Residential Institutions for the Mentally Retarded, Phillip Roos, Executive Director, National Association for Retarded Citizens.

Women in Educational Leadership: A Trend Discussion, Paula F. Silver, Associate Professor, University of Tulsa, Tulsa, Oklahoma. Formerly Associate Director, University Council for Educational Administration, Columbus, Ohio.

Delphic Probe

As a part of the emphasis on educational futures the General-Special Educational Administration Consortium conducted a long-range study of variables that could have impact upon education service for handicapped students in the future. The Delphi study was particularly concerned with identifying and obtaining data related to possible future circumstances or events in special education, particularly as special education may link to general education in the future.

Historically, the application of the Delphi in educational areas has been for the purpose of gaining consensus among educators relative to educational goals or processes. In contrast, the Delphi's application in other disciplines, primarily technical disciplines, has been for the purpose of generating specific information that is on the cutting edge of knowledge or that is in the pipeline of research and development, thereby facilitating specific planning processes. For that reason, such technical Delphi have utilized "expert panelists", that are most likely to have edge cutting information or be knowledgeable of innovations or developments eminent to emerge from research and development. While both types of Delphi have significance and legitimate uses, the Delphi developed under the General-Special Education Administration Consortium was designed to be on the order of the described technical Delphi. Rather than gaining a consensus of educators, it was designed to sample expert knowledge in a variety of disciplines that might impinge or impact upon special education and the relationship of general and special education. Therefore, the panelists for the GSEAC Delphi were selected by "elitest power structure identification" techniques to assure a panel of

recognized experts. The Delphi events generated were from a review of the literature, events gathered from a broad range of interdisciplinary experts and focused by the issue under consideration. Disciplines that were included were: medicine, technology (such as computer science, electronics, engineering), education, sociology, law, and politics.

The following events are the paricular Delphi events which received an agreed upon estimate of date of occurrence (within five years) by the Delphi panelists.

EVENTS	DATE
70% of all high schools have incorporated into their curriculum required courses dealing with child-rearing practices and behavioral management techniques.	1985
70% of all educational preparatory programs require six credit hours of course work with the exceptional child.	1985-1990
The theoretical/philosophical orientation of 60% of the social service agencies such as education, medicine, etc. (both in training and in practice), has shifted from problem-solving strategy to preventive strategy.	1990-1995
80% of the population considers elective abortion as an acceptable therapeutic measure for identified abnormality of the fetus.	1990
"Super agencies" that assume all educational, medical, and social responsibilities for the handicapped individual now exist in 80% of the cities of over 100,000 population.	1995-2000
Electronic and electro-mechanical devices permit two-way communication for an average of 70% of deaf, blind, and deaf/blind individuals.	1985-1990
Non-habit forming drugs which accelerate learning are administered daily by school personnel to 40% of the student population.	2000
A low-cost echo sounding unit, which permits virtually unlimited mobility, is provided by federal agencies to all blind school children.	1990
90% of new-born infants have a chromosome analysis, comparable to present-day phenylketonuria testing, before leaving the hospital after birth.	1985-1990
Compared to 1970 enrollment figures, enrollment in special schools for the blind has decreased by 40% due to such medical advances as "spare parts" surgery and direct cortical stimulation.	1990-1995
40 states have a wide variety of non-public school alternative educational programs due to the implementation of the voucher system. (Vouchers represent a child's share of the state's investment in general education and are redeemable by an approved "educational" institution chosen by the parent.)	1990

Task Force for Assessing Technological Forecasting Methods

A GSEAC task force was organized to study futuristic methods that could be applied to educational problems. The task force identified specific technological forecasting methods which were felt to have some relevance or application in an educational environment. Some fourteen specific methodologies were finally selected. The eventual product of this task force effort was the book, Futurism in Education, Hencley, S.P. & Yates, J.R., Berkeley, McCutchan, 1974.

Development of Instructional Materials Related to Educational Futures

Because of the paucity of training materials in the area of futures, and the extensive activities by the Consortium in this area, late in the Consortium life efforts were made to develop futures training materials. The previously described book of fourteen technological forecasting techniques, Futurism in Education, is to date, the only work available on such methods in educational settings. Several thousand copies have been disseminated and it has been reviewed and made available by the World Future Society book service. As a result, the book is a primary "textbook" for training purposes and has been adopted by a number of professors nationwide as a textbook.

In addition, the Consortium supported the inclusion of futures information related to special education in the UCEA developed negotiation simulator.

Training Program Content Incorporating Futures

The Consortium felt the impact of its efforts in futures could be expanded by stimulating the development of training program content related to futures. At the time of the Consortium effort only some one or two university courses in futures existed in educational administration or special education departments.

The GSEAC sponsored through the medium of telelectures conversations of interested trainers and professors currently providing such courses. In at least one of the universities participating in these conversations, there now is a regularly scheduled course offered in technological forecasting.

EVALUATION

Evaluation of GSEAC

James R. Yates
The University of Texas

Reviewing goals and objectives of the Consortium, complex systems involved, divergent institutions, large numbers of individuals, and wide geographic spread of Consortium members, suggests the difficulty and complexity involved in evaluating the General-Special Education Administration Consortium. Simplistic, summative evaluation or tight experimental designed evaluation would be, at best, superficial, inadequate and incomplete. To measure the impact of the Consortium, direct measures associated with specific planned Consortium activities are needed. In addition, indirect measures are needed as much of the impact of the Consortium is beyond the specific within Consortium activities. To further complicate evaluation of the Consortium is the fact that short-range measures alone are inadequate. Nature of the Consortium and the desired system changes implies long-range effects.

The paper presented by Gordon Purrington in the latter part of this section on evaluation reflects the more direct time-bound, controlled evaluation of variables primarily related to internal Consortium members. While important in the evaluation of the Consortium,such data is limited in terms of its summative value. The following discussions are an attempt to reflect the effect of the Consortium in the wider arena and to supply information which provides a somewhat complete picture of the Consortium's effect, at least within the short range. Long range effects of the Consortium, of course, can only be measured over time and at this point can only be imagined from the trends and suggested directions of the immediate Consortium effects.

Being mindful of the historical development of the Consortium, one explicit and important measure of the impact is to review specific changes that have occurred within the University Council for Educational Administration since the initiation of the Consortium. The initial motivating concern of those early Consortium organizers was that special education administration could be interfaced and obtain legitimization within the complementary discipline of educational administration. Prior to initiation of the General Special Education Administration Consortium, the general area of special education and the specific area of special education administration was, at best, an area of little concern and at worst, a total unknown to leadership of general education administration. The University Council for Educational Administration has historically represented a major element in general education administration. Today, special education administration is a part of the UCEA network; fully able to participate in all aspects of the UCEA. Specifically, special education administration professors at UCEA institutions are full participants in the governance of UCEA, may attend and participate in UCEA sponsored activities such as Career Development Seminars. Projects initiated by special education administration professors are welcomed and considered equally with projects emerging from the general education administration professoriate. Special education administration professors are invited to make nominations for UCEA staff positions on an equal basis with general education administration professors. Special education administration professors may acquire UCEA developed instructional materials with the same cost discount that is provided general education administration professors.

Beyond having achieved full participation for special education administration professors in UCEA activities, the Consortium has also influenced specific UCEA publications. For example, the UCEA Review, published bimonthly by UCEA and distributed internationally, contains many articles relevant to special education administration but also serves as an effective medium for special education as a field to communicate with educational leadership in general. For example, within the life span of the Consortium some 48 articles dealing with special education and the Special Education Administration Consortium were published in the UCEA Review. In addition, Education Administration Abstracts maintains the process of abstracting and publishing articles relevant to special education administration. The inclusion, begun as a special section in Education Administration Abstracts during the life of the Consortium, continues with Charles Forgnone of the University of Florida, Special Education Administration program, serving as an Associate Editor of Education Administration Abstracts for the specific purpose of facilitating the inclusion of special education administration information in the abstracts.

The UCEA operates within the conceptual framework of a five-year planning document, currently the 1974-79 plan. It should be noted that because of the General Special Education Administration Consortium, objectives specifically related and of interest to special education are included in the UCEA 1974-79 five-year planning document.

A number of specific effects of the General Special Education Administration Consortium can be detailed with regard to the UCEA central staff. There have been significant increases in the special education content knowledge of UCEA central staff. In addition, the affective understanding

of special education and its unique populations has grown. Such a growth cannot be minimized as it must be remembered that UCEA central staff, operating within the temporary system, leave the UCEA to assume major leadership roles throughout the nation where such special education information and affective understanding continues to effect an impact upon their behavior.

Beyond the learnings of the central staff, staffing patterns within UCEA have been altered. Specifically, there is a commitment upon the part of UCEA to maintain a legitimate level of integration by having special education administration represented on the UCEA central staff.

The GSEAC produced an impressive array of instructional materials related to concepts, issues, and training needs of special education. These instructional materials are now nationally available through the dissemination network of UCEA. Many of the materials are not uniquely packaged as special education materials in that they have been integrated as integral parts of broader education administration training materials; for example, the Monroe City simulation materials. Therefore, it is possible for education administration professors, and others providing training, to present special education issues within the context of their own training procedures and materials.

Even though the GSEAC no longer exists, a variety of continuing UCEA activities reflect interest and concern for the area of special education. A current, specific example is the development and implementation of the SAGE "partnership". This interface between school systems and universities for the purpose of developing more meaningful linkages which can facilitate knowledge utilization, has the potential to effect at the level of

practice the delivery of special education services to handicapped individuals.

Another major way to measure the impact of the Consortium has already been alluded to, to examine the extensive array of products developed and disseminated by the Consortium. When one examines the following list of such products it seems rather amazing that so many products of significance were conceptualized, developed, reproduced and disseminated with very small amounts of seed money. It is estimated that approximately a million dollars of contributed effort by the UCEA network is reflected in the various products produced, the Bureau of Education for the Handicapped supported the Consortium with approximately three hundred thousand dollars, a rather amazing cost-effective ratio of 3 to 1.

Products and Activities of the General-Special Education Administration Consortium (GSEAC)

Activity	Description
1. Computer Based Information Retrieval System	This project tested the efficiency of the information retrieval and the adequacy of the GIPSY data base for educational administration.
2. Task Force to Review and Assess Audio-Visual and Gaming Instructional Material	Audio-visual and gaming instructional materials developed in fields other than education were reviewed and assessed for their applicability to the field of educational administration and a book describing selected materials was disseminated.
3. Dissemination of Information on Special Education and the Law	Periodic publications were summarized and current legal actions that are related to special education, and a model class action suit was developed. Five litigation papers were developed. They are entitled: 1. Special Education and Litigation: Implications for Professional and Educational Practice 2. Exclusion and Rights to Education and Treatment 3. Alternative Assumptions to Guide Professionals in Educational Practice 4. Conceptual Project in Child Variance 5. Model Class Action Suit
4. Experimental Case Development Project	Cases from the joint perspectives of general and special education administrators were developed and evaluated: Cases developed are entitled: 1. "Special Education - A Racist Institution?" 2. "Special Education Status in a City School System" 3. "David Meets the System" 4. "Special Education Placement and the Law"

5. Research Stimulation Project	Teams of special and general education administration professors developed papers for the primary purpose of stimulating research in problems of general/special education.
6. Regional Conferences	Demonstrations and presentations of GSEAC programs, and an evaluation of projects were made by GSEAC participants. A total of 3 or 4 conferences were held during each year of the grant.
7. Information Clearinghouse	Educational Administration Abstracts had a new section for special education literature. The UCEA Review includes articles and other information related to GSEAC and special education. A Dissertation Inventory was distributed to GSEAC members which included topics in the field of special education administration.
8. Task Force on Future Trends	A task force selected a plan for identifying and dealing with future problems, issues, etc., that have implications for both general and special education administration.
9. Tele-lectures for Inter-institutional Communication	Eight tele-lectures, linking different universities, were conducted where "authorities" discussed critical problems and issues that have implications for both general and special educational administration.
10. Task Force for Development of Interpretive Content Within the Context of URBSIM	Interpretive content was generated by social and political scientists, to provide new insights into the Urban Simulator, "Monroe City."
11. Special Education Component (SEASIM) of Monroe City Urban Simulator	The Special Education Administration Urban Simulator was developed. It is based on the most critical issues in speical education administration. It included: a resource bank, background materials, instructor's manual, professional library, phone call interruptions, 4 in-basket sets, 4 case studies, 3-16 mm films, 3 filmstrips/audio tapes, 5 audio tapes, 16 transparencies, 13 feedback/process forms.

12. School Psychologist Simulator Component of Monroe City Urban Simulator (PSYCHSIM)	A simulator for the training of school psychologists was developed and a series of National Dissemination Institutes were conducted to disseminate the information and train individuals in its use.
13. COUNSIM	A multi-media simulator for the training of school counselors was developed with materials applicable to the training of general and special education administrators.
14. Trend Analysis	A number of scholars conducted trend analyses of specific trends identified as associated with and having impact upon special education practice and training.
15. Delphi Probe	A Delphi study collecting data from scholars and experts having knowledge pertinent to future special education programs was conducted.
16. Task Force for Assessing Technological Forecasting Methods	Different papers dealing with alternative methods for assessing the future were prepared and published under the title Futurism in Education - Methodologies.
17. Training Program Content Incorporating Futures	A number of scholars explored ways to incorporate futures content into preparation programs.
18. Demographic Study of Graduates of Special Education Administration Training Programs	A systematic study of graduates of special education administration programs was made in order to accumulate data which would be descriptive of training programs and provide information with regard to the graduate's perception of his training. A study of graduates of special education administration programs who received BEH fellowships was conducted.
19. Internship Study/Project	The internship as training experience was described and analyzed.
20. Graduate Student Seminars	Two student-organized, planned and implemented seminars were conducted during each year.
21. Working Papers Series	A series of working papers produced by students and faculty at GSEAC universities was disseminated for the purpose of producing information, reviewing the papers, and testing a mechanism of professional information communication.

22. Selected Monographs

A series of monographs were produced dealing with key and current issues in special and general education administration. Titles include:

"Common and Specialized Learnings, Competencies, and Experiences for Special Education Administrators"

"New Organizational Patterns and Delivery Systems"

"Improving Special Education: A Planning Education Manual"

"Two Theories of Equal Opportunity"

"Testing, Labeling and Placement"

"Exclusion and Rights to Education and Treatment"

"Alternative Assumptions to Guide Professionals in Educational Practice"

23. Interpretive Content Papers

Several interpretive content papers were developed in order to provide alternative conceptual interpretation to selected issues in general and special education. Titles include:

"The Organizational Environment of Monroe City School System"

"Sally"

"Patterns of Influence: Effect on Educational Decision-Making in Monroe City"

"Community Organization and Decision-Making in Monroe City"

"Changing Power Relationships in Monroe City"

"Problems in Using Economic Data & Concepts Presented in the Monroe City Simulations"

"The Unwanted Pupils"

24. Audio Tapes	Several audio tapes providing instruction concerning administrative related issues were developed. Titles include: "A Continuum of Special Education Services" "Data-Based Implications for Special Education Administration Training Programs" "Trends in Decentralization" "Student Classification, Organizational Behavior and Legal Constraints" "Organizational Development"
25. Films	Films dealing with the placement and identification process were developed. Titles include: "Special Education Placement and the Law" "Special Education: The Placement Dilemma" "The Unwanted Pupils" "Perspective: Edgar Dale"
26. Selected Instructional Materials Judged Relevant to Educational Administration	This book surveyed periodicals and other material in substantive content areas and summarized key instructional materials in the area of general and special education.
27. Performance Criteria for Principals: Concepts and Instruments	This book, published by McCutchan Publishing Company in 1973, provides a conceptual framework for classifying administrative behaviors.
28. Dissemination Institutes	A series of nationwide dissemination institutes was held to train for use professors and practitioners in the simulators developed by GSEAC, specifically SEASIM, PSYCHSIM and COUNSIM.

A problem area for evalution, but one of significance in terms of mission of the Consortium is the area of learnings by professors, students and practitioners. Learnings could be categorized into two distinct areas: 1) Learnings through direct instruction or the utilization of training materials; 2) Indirect learnings accummulating through association and interaction with colleagues, other disciplines, content experts and so forth and indirect learnings associated with the particular processes of various consortium activities. Throughout the life of the Consortium specifically scheduled conferences and training institutes were provided. At least three regional training conferences per year besides other special content area conferences, such as training for use in the various simulation materials, were a continuous part of Consortium activity. Such conferences provided unique opportunities to participate in continuing growth experiences. The fact that such training conferences were traditional within UCEA and became standard operating procedure within the Consortium, addressed a significant problem frequently noted relative to professional growth of the professoriate, i.e., it is difficult to arrange experiences that are satisfactory for the professoriate as societal expectations of the professoriate often times preclude the professoriate admitting the need for any continuing educational experiences. Because of UCEA history, participatory planning and presentation, reluctance to engage in training was less prevalent in UCEA Consortium sponsored training activities. Although the impact of such experiences are difficult to objectively measure, they must be noted in any evaluation of the Consortium.

Indirect learnings may comprise the largest area of professional growth for professoriate, students and practitioners associated with the Consortium. Many of the participants in Consortium activities had never engaged in developmental activities. As a result, professoriate, students and others participating in the development of instructional packages such as SEASIM experienced serendipitous but significant learnings. Yet another dimension of such learning is the fact that Consortium activities were always conceptualized with representation of both general and special education administration. As a result of the interface in such activities much learning was associated with the content and processes of the complementary discipline. For example, general education administrators working on teams with special education administrators to develop the particular problem incidences in the SEASIM training materials frequently became aware of the particular concerns, issues, etc. associated with special education. Conversely, special education administrators were sensitized to the perspective of general education administrators when addressing special education issues. Once again, such learnings are difficult to measure but, no doubt, have greater long-term potential for effect than many short-term, measureable effects of the Consortium.

Students were extensively involved in Consortium activities. Students of both general education and special education administration were frequently interfaced. Because of the nature of many of the activities, i.e., focused upon the University and the professoriate, many of the graduate students achieved in relatively short periods of time significant socialization to the professoriate.

For practitioners, numerous Consortium activities afforded an opportunity for practitioners to develop different, or perhaps enlightened insights, relative to the skills and contributions that universities and university professoriate can bring to practitioner problems. Conversely, the professoriate had an opportunity through such interface to recognize and incorporate reality into activities and training associated with the university environment.

A completely different order of effect of the Consortium is the fact that a unique model was conceptualized for integrating complementary disciplines. (Refer to the chapter by Al Gaynor of Boston University.) The model served a useful purpose within the Consortium but in terms of overall contribution the model has provided an opportunity for interpreting other environments. Specifically, the boundary spanning model has had application in at least four environments beyond the Consortium. 1) Two universities within the same geographic region utilized the model to conceptualize appropriate ways to integrate and interface the resources of the two institutions for the purpose of training special education administrators. 2) Within a department of special education the boundary expanding model has been used to conceptualize appropriate ways to integrate the traditional, categorical training areas often found within special education departments such as mental retardation, learning disabilities, physical handicapped, etc. 3) The model has had application in several Teacher Corps projects as Teacher Corps is faced with boundary spanning between community, university and local education agency. The model seems particularly relevant for explaining and conceptualizing within those environments. 4) The latest application of the boundary spanning model has been within the newly created SAGE or

university school system partnership. Here once again the model has relevance for conceptualizing the linkages between school systems and universities for common problem solving. The potential for application in yet other environments is great. For example, as vocational rehabilitation begins to experience some of the same constraints and setting of priorities associated with service delivery, the model holds promise for conceptualizing effective linkages between special education, general education and vocational rehabilitation.

The General Accounting Office has recently noted the need for effective integration of vocational education courses, equipment, etc. with the training needs of the handicapped. The model once again holds general promise for conceptualizing such linkages and integration. Additionally, as Gaynor has noted in his chapter, the model was originally conceived as holding promise for disciplines beyond education relative to problems of boundary spanning, for example, in medicine. The preceding discussion is illustrative of potential effects resulting from the GSEAC model having been conceptualized and tested. Such effects are, of course, difficult to measure and could easily be overlooked in terms of overall GSEAC evaluation.

An unanticipated, but significant, effect of the Consortium was the identification and development of linkages to other general-special education groups. As a direct result of the Consortium the American Association of School Administrators has become aware and concerned with the area of special education administration. Evidence of this is the fact that AASA has come to the Consortium and, now that the Consortium life is over, to UCEA asking for the development of specific

special education program content for inclusion in the national AASA annual meeting. A number of such symposiums and training sessions have been provided by AASA. Yet another organization where linkages were developed as a result of the Consortium was the Special Education Leadership Training Institute located at the University of Minnesota. There have been several activities, some continuing, that have been effected through this linkage. For example, certain publications such as the Maynord Reynolds edited technical assistance monograph have included information relative to the boundary spanning GSEAC model. The sharing of instructional materials associated with special education has occurred between the Special Education LTI and the GSEAC. Such activities obviously produce a significantly positive cost-effective ratio for federal seed dollars in both the Special Education LTI and the GSEAC. Linkages with National Teacher Corps emerged as a result of the Consortium and various members of the Consortium have responded to Teacher Corps' need for expertise and consultation in the area of the Exceptional Child Component of Teacher Corps.

Continuing relationships exist as a result of the Consortium with the National Association of State Directors of Special Education. For example, NASDSE has provided certain training workshops utilizing Consortium developed instructional materials (SEASIM, PSYCHSIM).

Not to be minimized is the fact that the funding agent itself, that is to say the Bureau of Education for the Handicapped, BEH, became aware of UCEA and its general education administration network. As a result, there have been occasions when BEH has turned to that network for certain activities of significance to BEH. For example, the GSEAC

contacts within general education administration were utilized in order to explore with a prestigeous institution that has no special education training programs the possibility of BEH facilitating the development of specific special education programs within that institution.

While the focus and majority of GSEAC activity was developing linkages between general and special education administration, it should be noted that because of Consortium activities other complementary disciplines begin to relate to both general and special education. For example, the area of school psychology, both at the level of training and practice, became interested and involved seeing that many of the Consortium activities and products had relevance for school psychology. Conversely, special education and general education perceived that school psychology had certain content and procedures which could be relevant and useful to their own areas of interest and training. The most visible evidence of this additional linkage is the package of training materials called PSYCHSIM developed through the Consortium and having relevance to the training of school psychologists, special education administrators and general education administrators.

A continuing effect of the Consortium is the tremendous energy potential for problem-definition, problem-solution. For example, although the Consortium no longer exists, the large talent pool identified and developed within the Consortium still remains and can be called upon for appropriate activities in the future. Specifically, without the Consortium a whole new talent pool of expertise in the area of special education administration and special education in general would never have been known nor made available to the UCEA.

Associated with such a talent pool is the potential for effective network communication. Although the Consortium no longer exists, the linkages for successful network communication have been identified and can be tapped for both information gathering and dissemination-- a truly unique product of the Consortium.

The tremendous pool of Consortium developed instructional materials and training procedures remains in place and accessable through the UCEA instructional materials dissemination network, a continuing significant energy potential for effecting change at a variety of levels of the educational enterprise.

The concluding section of this chapter on evaluation is a rather extensive analysis and reporting of GSEAC evaluation data by Gordon Purrington of the University of New York at Albany. It should be noted that the Purrington evaluation report addresses many of the short-term evaluation issues associated with the Consortium. None of the long-term are specifically addressed in the analysis. It also becomes obvious, through the Purrington analysis and reporting, that certain basic premises of the Consortium were, in fact, in error. For example, it was originally conceptualized in the model that there would be equal movement toward integration by both general and special education administration. However, the fact that greater movement occurred from the special education administration side of the partnership is not surprising. It must be remembered (refer back to Yates' history of the Consortium chapter) that special education initiated the effort, therefore motivation for such movement toward integration was higher from the special education discipline. Additionally, perceptual difficulties

developed in reporting such data. For example, the fact that most of the institutions possessed only one special education administration professor, but numerous general educational administration professors made it possible for differences in perception of movement toward integration to be articulated. Specifically, a special education administration professor might have communication and cooperation with several general education administration professors and therefore would perceive a great deal of movement toward the integration concept. Conversely, the general education administration professor might have had only one or two specific contacts with special education administration. Therefore, the perception from the general education administration professor could be one of limited communication and cooperation between the disciplines.

An additional conceptual error now becomes obvious. While the model as conceptualized called for equal movement, as has been previously noted, such conceptualization probably has error as in reality administration is conceived as a generic set of skills and competencies. Therefore, it is obviously more logical in the training of special education administrators for the greater movement to be by special education administration toward the generic general administration. That is to say, the greater movement of special education toward general education is, in fact, probably a desired consequence or fact of the Consortium as it does bring special education administration into closer congruence with the central or generic administrative skill areas.

Some additional problems with the original evaluation design are noted by Purrington. For example, there were clearly difficulties with development of appropriate instrumentation. While the design

called for certain pre and post-testing, it was difficult to know what to measure when the original evaluation was conceptualized. Such difficulties are, of course, not unheard of in the evaluation of extremely complex societal institutions. Additionally, it was difficult to know initially what would be an appropriate time span of data collection. In other words, should data have been collected every six months, every year, every two years, at the conclusion of the Consortium? Therefore, it is difficult to assert that the Consortium evaluation design collected data from the appropriate time span. Specifically, would data be different if it were collected today as opposed to the specific times during the life of the Consortium that it was in fact collected?

The Purrington data does provide important and significant insights from special and general education administration professoriate relative to communication and cooperation of the Consortium.

Relationships Between Departments of Special Education and Educational Administration: Communication and Cooperation

Gordon Purrington
University of New York, Albany

The General-Special Education Administration Consortium was a project with particular emphasis on increasing integration between departments of special education and educational administration. The mission of the project was clearly defined in the UCEA special project application to the Bureau of Education for the Handicapped, United States Office of Education:

> The mission of the consortium is to stimulate innovations in preparatory programs for general and special education administrators, and to promote the integration of these complementary fields. To achieve these objectives, a prototype model for inter-institutional cooperation and communication has been developed. The model is designed to facilitate the advancement and integration of preparation programs for general and special education administrators (University Council for Educational Administration, 1973, p.3).

A three year grant was awarded by the Bureau of Education for the Handicapped to UCEA to implement and evaluate the model.

The collection and analysis of process data was essential to the rational assessment of the model. Questions such as the following suggested the kinds of data to be collected with respect to the development of conceptual capital:

> To what extent does cross-pollination take place across special and general educational administration boundaries through (a) journals, (b) newsletters, (c) conferences, (d) workshops, and (e) instructional materials?

> To what extent is cross-pollination (a) recognized and (b) valued by professors and students in special and general educational administration (UCEA, 1971, p.65)?

While it was noted that changes in the normative structure surrounding professors and students on both sides of the boundary would be difficult to identify, some questions could probably be answered through the development of both direct and unobtrusive measures. These questions were:

> Have changes occurred in the nature of the conceptualizations underlying research?
>
> Have patterns of membership and attendance at association meetings changed?
>
> Have patterns of subscriptions and readership (books and journals) changed?
>
> Have consulting and field service patterns changed?
>
> Have friendship and personal correspondence patterns changed?
>
> Has course content, required courses and readings, and program advisement to students changed?
>
> Have attitudes toward each other and significant reference groups changed for professors and students of special and general educational administration (UCEA, 1971, p.65)?

During the first year of the prototype project, an instrument to measure these patterns was developed. The research instrument utilized in the data gathering was a questionnaire which was designed to measure the status of the relationships between departments of special education and educational administration (See Appendix for 1971-72, 1972-73, and 1973-74 Instruments).

The Instrument

The evaluation questionnaire was prepared for use by UCEA to provide base line data concerning the effectiveness of the GSEAC activities. It was designed to examine the following categories of communication and cooperation:

a. Interactions and relationships between complementary fields (professional journals, organizations, etc.).

b. Collegial relationships between professors in complementary fields.

c. Joint curricula relationships.

d. Joint program relationships.

e. Joint internship efforts.

f. Joint research

g. Joint recruitment.

These categories were addressed by thirty-six specific questions, some of which required a yes-or-no response, while others requested a graduated response from "not at all" to "a great deal." Scores were assigned to each of the responses. A "yes" response was assigned a numerical value of one, a "no" received a zero. A "not at all" response was assigned a zero, "very little" a one, "some" a two, and "a great deal" was given a numerical value of three.

The professional interaction category consisted of four items on the questionnaire (1, 3, 5 and 7) and was answered by a "yes" or "no" response. Response choices for items measuring the remaining six categories ranged from "not at all" to "a great deal." Collegial rela-

tionships were measured by four items (9, 10, 11 and 12); joint curricula by seven items (13, 14, 16, 17, 21, 22 and 25); joint program by nine items (15, 18, 19, 20, 23, 24, 26, 27 and 30); joint internship by seven items (31, 32, 33, 34, 35, 36 and 37); joint research by two items (39 and 40); and joint recruitment was measured by one item (38).

During the first year's evaluation, an additional request was made of each participant to indicate the degree of relevance of each set of questions for measuring the attainment of the stated mission of the consortium. Responses to each of these items ranged from "of no significance" to "extremely significant." A numerical value of zero was assigned to the "of no significance" choice; "of little significance" was assigned a one; "of some significance" a two; and "extremely significant" was assigned a three.

Other items were open-ended questions requesting information which was related to some of the thirty-six specific questions.

Evaluation Sample

Thirty-one institutions were members of the GSEAC. Table 1 is a listing of the number of institutions and respondents participating in the evaluation for each of the three years. During the 1971-2 evaluation, 53 professors in 28 institutions responded. There were 30 participants from special education programs in 25 institutions and 23 respondents from general education administration programs in 22 institutions.

Forty-four faculty members from 27 institutions responded during

TABLE 1

Response Rate for Evaluation of GSEAC Project for 1971-2, 1972-3 and 1973-4

Number of Individual and Institutional Respondents and Percent of GSEAC Membership	Category of Respondent: Special Education	Educational Administration	Total
1971-2			
Individual Respondents	30	23	53
Number of Institutions	25	22	28
Percent of GSEAC Institutional Membership (N=31)	80.6	71.0	90.3
1972-3			
Individual Respondents	24	20	44
Number of Institutions	24	20	27
Percent of GSEAC Institutional Membership (N=31)	77.4	64.5	87.1
1973-4			
Individual Respondents	25	21	46
Number of Institutions	25	21	29
Percent of GSEAC Institutional Membership (N=31)	80.6	67.7	93.5

the 1972-73 evaluation. Institutions and participants training special education administrators number 24, while there were 20 institutions and participants from general education administration programs.

Respondents during the 1973-74 evaluation numbered 25 special education faculty members and institutions and 21 general education administration professors and institutions. A total of 46 faculty members from 29 institutions participated in the 1973-74 evaluation.

The percentage of institutional GSEAC membership participating for special education departments ranged from 77.4 percent to 80.6 percent, and for departments of educational administration the range was from 64.5 percent to 71.0 percent. Overall, the percent of institutional participation for 1971-72 was 90.3 percent of either departments of special education and/or educational administration; for 1972-73 the institutional response rate was 87.1 percent; and for 1973-74 the percent of institutional respondents to total GSEAC membership was 93.5 percent.

Results of the Assessment

Relevance of Assessment Items.

During the first year's assessment (1971-72) a request was made for each respondent to indicate his judgements as to the degree of relevance of each set of questions for measuring the attainment of the stated mission of the GSEAC consortium. Through the accumulation of the judgements of all respondents to these questions, a mean relevance indicator was determined. A no significance response received a numerical value of zero; little significance received a one; some

significance was given a two; and an extremely significant selection was assigned a numerical value of three.

In Table 2 are reported the judgements of the respondents. Special education participants perceive each of the items and categories to be more significant than do the educational administration respondents. Scores ranged from 1.96 to 2.40 for the special education professors and 1.78 to 2.13 for the educational administration faculty members. No item or category was judged by either group to be of no significance, or even of little significance, with most scores near the some significance choice. Joint program and joint curricula were reported as being most relevant of all the categories, followed by professional interaction, collegial relationships and joint internship categories. Joint recruitment and joint research efforts were the least relevant categories for both groups, but even these categories were reported as having some significance to the GSEAC objectives.

Professional Interaction with Complementary Field.

Questions 1, 3, 5 and 7 of the 1972-73 and 1973-74 comprised the items in the professional interaction category. In Table 3, the data for each of the four items and category is reported. Special education professors report a greater professional interaction than do educational administration professors. This relationship is consistent over the three year period. Additionally, the interaction for both groups has increased during that time. Based upon a zero to one scale, educational administration faculty report an increase from a mean score of .04 to .14 over the three year period. This suggests that only one in seven of

TABLE 2

Individual Questionnaire Items and
Communication and Cooperation (C&C)
Categories Mean Relevance Scores

C&C Categories and Questionnaire Items			Mean Relevance Indicator		
1971	1972-73; 1973-74	Items Determining Relevance, 1971-72 Questionnaire	Special Education	Educational Administration	Combined
Professional Interaction					
1	1	3	2.40	2.08	2.26
4,6,8	3,5,7	10	2.22	1.87	2.03
Total Professional Interaction			2.27	1.92	2.09
Collegial Relationships					
11,12	9,10				
13,14	11,12	15	2.23	1.95	2.07
Total Collegial Relationship			2.23	1.95	2.07
Joint Curricula					
16,17	13,14	18	2.36	1.91	2.20
21,22	16,17	23	2.33	1.91	2.13
28,29	21,22	30	2.30	2.13	2.21
34	25	37	2.40	1.78	2.16
Total Joint Curricula			2.34	1.95	2.18
Joint Program					
19	15	20	2.20	1.91	2.13
24,25	18,19	26	2.26	1.95	2.07
27	20	30	2.30	2.13	2.21
31	23	32	2.30	1.87	2.12
33,35,36	24,26,27	37	2.40	1.78	2.16
41	30	42	2.33	2.00	2.26
Total Joint Program			2.32	1.91	2.15
Joint Internship					
43,44,45, 46,47,48, 49	31,32,33, 34,35,36, 37	50	2.23	1.87	2.07
Total Joint Internship			2.23	1.87	2.07
Joint Recruitment					
51	38	54	1.96	1.86	1.93
Joint Research					
52,53	39,40	54	1.96	1.86	1.92
Total Joint Research			1.96	1.86	1.92

TABLE 3

Communication and Cooperation (C&C) Mean Scores for Individual Questionnaire Items and Categories for 1971-72, 1972-73 and 1973-74 Evaluations for General (GEA) and Special (SEA) Educational Administration Project

C&C Categories and Items*	Mean Scores** 1971-72 GEA	1971-72 SEA	1971-72 Total	1972-73 GEA	1972-73 SEA	1972-73 Total	1973-74 GEA	1973-74 SEA	1973-74 Total
Professional Interaction									
1 (1)	.13	.24	.19	.20	.26	.24	.26	.41	.34
4 (3)	.00	.27	.13	.05	.29	.18	.05	.40	.25
6 (5)	.04	.43	.26	.25	.37	.32	.20	.32	.26
8 (7)	.00	.30	.17	.00	.37	.19	.05	.40	.25
Combined Mean Scores	.04	.31	.19	.13	.32	.23	.14	.38	.28
Collegial Relationships									
11 (9)	.44	.80	.65	.42	.68	.56	.65	.64	.64
12 (10)	.10	.34	.24	.12	.43	.29	.36	.45	.41
13 (11)	.95	.99	.97	.95	.96	.95	1.00	.92	.96
13 (12)	.20	.42	.32	.47	.60	.54	.69	.52	.59
Combined Mean Scores	.42	.64	.55	.49	.67	.59	.68	.63	.65
Joint Curricula									
16 (13)	.43	.50	.47	.40	.50	.46	.71	.64	.67
17 (14)	.24	.80	.58	.75	.87	.81	.70	.83	.77
21 (16)	.95	1.13	1.06	1.39	1.50	1.45	1.71	1.52	1.62
22 (17)	1.17	2.37	1.79	2.40	2.29	2.32	2.50	2.28	2.36
28 (21)	.52	.33	.42	.55	.52	.53	.76	.80	.78
29 (22)	1.52	2.60	2.13	1.89	2.70	2.34	2.17	2.60	2.42
34 (25)	.69	1.33	1.06	1.17	1.69	1.43	1.32	1.65	1.51
Combined Mean Scores	.79	1.29	1.07	1.22	1.44	1.33	1.41	1.47	1.45
Joint Program									
19 (15)	.22	.40	.32	.38	.35	.36	.54	.50	.52
24 (18)	.26	.57	.44	.50	.67	.59	.89	.80	.84
25 (19)	.70	1.57	1.19	.79	1.74	1.31	.88	1.81	1.40
27 (20)	.43	.43	.43	.63	.65	.64	.65	.60	.62
31 (23)	1.04	1.27	1.17	1.32	1.68	1.51	1.17	1.46	1.30
33 (24)	.65	.90	.79	.75	.96	.87	.95	1.00	.98
35 (26)	.57	1.03	.83	.79	1.30	1.06	1.16	1.44	1.31

Table 3 Continued

C&C Categories and Items	Mean Scores 1971-72 GEA	1971-72 SEA	1971-72 Total	1972-73 GEA	1972-73 SEA	1972-73 Total	1973-74 GEA	1973-74 SEA	1973-74 Total
36 (27)	.57	.83	.71	.79	1.18	1.00	1.17	1.04	1.10
41 (30)	1.35	1.60	1.57	1.35	1.83	1.62	1.55	1.80	1.69
Combined Mean Scores	.64	.96	.83	.81	1.15	1.00	1.00	1.16	1.08
Joint Internship									
43 (31)	.88	1.43	1.19	1.40	1.46	1.43	1.62	1.44	1.52
44 (32)	.51	.89	.73	.60	1.09	.86	.73	.96	.86
45 (33)	.28	.25	.26	.25	.17	.21	.26	.28	.27
46 (34)	.00	.18	.10	.05	.08	.07	.05	.20	.13
47 (35)	.18	.36	.28	.15	.59	.39	.37	.28	.32
48 (36)	.00	.32	.18	.15	.09	.12	.16	.12	.14
49 (37)	.32	.57	.46	.40	.71	.57	.53	.33	.42
Combined Mean Scores	.31	.57	.46	.43	.60	.52	.53	.51	.52
Joint Recruitment									
51 (38)	.87	.84	.85	.65	1.00	.84	1.00	.80	.89
Joint Research									
52 (39)	.67	.99	.85	.80	.87	.83	.85	.96	.91
53 (40)	.48	.73	.63	.30	.53	.42	.35	.50	.44
Combined Mean Scores	.58	.86	.74	.55	.70	.63	.60	.73	.68

*Item numbers not in parentheses refer to the 1971-72 questionnaire. The equivalent item numbers for the 1972-73 and 1973-74 evaluation questionnaires are in parentheses.

**Professional Interaction scores are based on a 0-1 scale (Yes or No). A No score was measured as a zero; a Yes score received a one. Categories other than Professional Interaction are based on a 0-4 scale. A zero indicates no cooperation and communication in the category; a one is very little; a two, some; and a three indicates a great deal of cooperation and communication.

the respondents in this group indicate knowledge of an article which crosses the boundary between special education and educational administration, belong to any professional association in the complementary field, attended any professional association convention in the complementary field, or subscribed to any professional publications in the complementary field. On the other hand, special education respondents increased their scores from .31 after the first complete year of the consortium to a .38 mean score after the third year. Approximately four out of ten persons in this group report some professional interaction with regard to knowledge of an article, membership in a professional association, attendance at a convention and subscription to publications described above as components of this category. Interestingly, the greatest increase for educational administration faculty was the attendance at professional meetings in the complementary field (item 6 (5), where the mean score increased from a .04 to a .20 during the three year period. However, this same item was the only one that showed a decrease for the special education group, decreasing from a mean score of .43 in the 1971-72 evaluation to a .32 in the 1973-74 evaluation.

Table 4 contains data concerning the mean scores for each of the categories, for each group, the differences between means, and the average mean score of the combined groups. The data of this table clearly illustrate the greater interaction of special education professors with the complementary field than educational administration faculty with the special education field. The mean differences range from a -.27 during the first year, to a -.19 in the second year's assessment, to a -.24 in 1973-74.

TABLE 4

Mean Scores and Differences for Communication and Cooperation (C&C) Categories for Evaluations of General (GEA) and Special (SEA) Educational Administration Consortium*

C&C Categories	Evaluation Year	GEA $\bar{X}$	SEA $\bar{X}$	Mean Differences	Combined $\bar{X}$
Professional Interaction	1971-72	.04	.31	-.27	.19
	1972-73	.13	.32	-.19	.23
	1973-74	.14	.38	-.24	.28
Collegial Relationships	1971-72	.42	.64	-.22	.55
	1972-73	.49	.67	-.18	.59
	1973-74	.68	.63	.05	.65
Joint Curricula	1971-72	.79	1.29	-.50	1.07
	1972-73	1.22	1.44	-.22	1.33
	1973-74	1.41	1.47	-.06	1.45
Joint Program	1971-72	.64	.96	-.32	.83
	1972-73	.81	1.15	-.34	1.00
	1973-74	1.00	1.16	-.16	1.08
Joint Internship	1971-72	.31	.57	-.26	.46
	1972-73	.43	.60	-.17	.52
	1973-74	.53	.51	.02	.52
Joint Recruitment	1971-72	.87	.84	.03	.85
	1972-73	.65	1.00	-.35	.84
	1973-74	1.00	.80	.20	.89
Joint Research	1971-72	.58	.86	-.28	.74
	1972-73	.55	.70	-.15	.63
	1973-74	.60	.73	-.13	.68

*Professional Interaction scores are based on a 0-1 scale (Yes or No). A No score was measured as a zero; a Yes score received a one.

Categories other than Professional Interaction are based on a 0-4 scale. A zero indicates no cooperation and communication in the category; a one is very little; a two some; and a three indicates a great deal of cooperation and communication.

Collegial Relationships.

Items measuring collegial relationships were questions (9), (10), (11) and (12). These questions were concerned with consulting or service relationships, and direct contact or correspondence with a student or faculty member in the complementary field, in the participant's own university or in other universities. The items were measured on a scale of zero to three. A zero indicated no collegial relationships in the specified area; a very little response was given a numerical value of one; some relationship was assigned a two; and a three was given a response of a great deal of collegial relationship. Data are reported in Tables 3 and 4.

Educational administration respondents have increased their collegial relationships on each of the items over the three year period, while special education faculty's relationships have remained constant. Overall mean scores for the educational administration group increased from .42 in 1971-72 to .68 in 1973-74. Special education respondents report similar relationships for each year, .64 in 1971-72 and .63 mean score in 1973-74.

Item (12) was the most discriminating question between the two groups. This item was concerned with the relationship with professors and students in the complementary field in other universities. As listed in Table 3, educational administration professors report more relationships than do their special education colleagues (GEA mean scores .20 in 1971-72 to .69 in 1973-74; SEA mean scores .42 in 1971-72 to .52 in 1973-74). Question (11), dealing with relationships between professors and students in the complementary field within their own univer-

sity was the area of greatest relationship for both groups. As listed in Table 3, the mean scores for educational administration faculty were .95 in 1971-72 and 1.00 in 1973-74, while the mean scores for special education faculty were .99 in 1971 and .92 in 1973-74.

At best, there is very little relationship between faculty members and students in complementary fields as measured by the items included in the assessment instrument.

Joint Curricula.

Joint curricula efforts were measured by seven questions concerned with complementary service on doctoral committees, inclusion of concepts and ideas from the complementary field into course requirements for students including work in the complementary field.

The combined seven items mean scores for the three years are found in Tables 3 and 4. Both groups of respondents reported increases in joint curricula efforts. The mean scores for educational administration professors increased from .79 in the first year, to 1.22 in the second year, and to 1.41 in 1973-74. Special education professors had mean scores of 1.29 in the first year's assessment, 1.44 in 1972-73, and 1.47 in 1973-74. During the three year period, the mean difference between the two groups was reduced from a -.50 to -.06. A further examination of the data reveals that items (17), concerned with the content of courses in special education including concepts and issues from educational administration, and (22), dealing with the extent course requirements for majors in special education, included work in the broader field of administration were reported as the most significant joint curricula efforts by both groups. Both groups perceive between some to

a great deal of joint curricula effort in these two areas. The areas of least effort, reported by both groups is in-service on doctoral committees in the complementary field (items 13 and 14 of the 1972-74 questionnaire), and in the requirement of majors in educational administration including coursework in special education.

Overall, the joint curricula effort category received the highest mean scores of any of the communication and cooperation categories. However, those scores are influenced to a great extent by two items which are indicative of much effort extended by special education professors to include concepts and issues from the complementary field into special education courses and to require special education majors to include educational administration courses into their programs. However, significantly less effort is reported as being extended by professors of educational administration in these two areas.

Joint Program.

Both the educational administration and special education groups increased their cooperation in joint program efforts during the three year period of assessment, according to the data derived from nine questionnaire items and reported in Tables 3 and 4. These nine questions were concerned with joint development of evaluative criteria of educational administration and special education programs; teaching of courses with a person in the complementary field, students with a major-minor combination in the complementary field; joint listing of courses in the catalog; the extent of change in program objectives in both fields as a result of the sharing of ideas with the complementary department, faculty or area; joint planning of inservice programs; attendance of

general and special education administrators at in-service programs and non-credit seminars or meetings; and the amount of cooperative planning between professors and departments of general and special education administration. Mean scores were based on a zero to three scale.

Greater joint program effort was reported by special education faculty than by the educational administration respondents in each of the three assessment years. Mean scores, as found in Tables 3 and 4, for the joint program effort were .64 in the first year, .81 in 1972-73, and 1.00 in the third year of assessment as reported by educational administration participants. Special education respondents' mean scores were .96 in 1971-72, 1.15 in 1972-73, and 1.16 in the last year of the evaluation, 1973-74. During the three year period the differences in mean scores was reduced from a -.32 to a -.16.

Item (30), cooperative planning and decision making between general and special education departments received the highest mean scores for both groups, a 1.35, 1.35, and a 1.55 over the three year assessment for educational administrators, and the mean scores for special educators over that three year period were 1.60, 1.83, and 1.80. These scores would indicate that both general and special education administrators perceive that some cooperative program planning and decision-making is occurring. Additionally, special educators reported that some of their students had joint major-minor combinations with educational administration programs, with a mean score of 1.81 on item (19) of the questionnaire. Very little joint major-minor combinations are reported by educational administration professors for their students with special education

departments. All other mean scores for the questionnaire items measuring joint program effort indicate that very little joint program effort occurred during the three year assessment period.

Joint Internship.

This category was comprised of items concerned with the sharing of information about the internship with the complementary field, the placing of internship teams composed of both general and special education administration majors, the joint supervision of interns, and the attendance of interns at joint internship seminars. The mean scores for this category, reported in Tables 3 and 4, were derived from seven items with a scale of zero to three.

With the exception of item (31) there was very little, if any, joint internship effort during the 1971-74 assessment period. Item (31) was concerned with the sharing of information about the internship within one's own institution. The range of item mean scores during the three year period for this category were from .00 to 1.62 for the educational administration group, and .08 to 1.46 for the special education respondents. The combined items mean scores for the educational administration participants were .31, .43, and .53 for the three year period, and during the same period, the mean scores for the special education professors were .57, .60, and .51. Basically, the cooperation in joint internship effort between departments of educational administration and special education was minimal. While there was an increase in the activity in this area according to education administration respondents, the special education participants reported a slight decrease during

the three year period. There was very little in the way of communication and cooperation occurring in the consortium during the three year assessment period involving the internship.

Joint Recruitment.

Joint recruitment was measured by only one item, (38). The scores are based on a scale of zero to three. The one question asked respondents was to indicate to what extent the development of joint procedures for recruiting and selecting students in general and special education administration had occurred.

Mean scores for the two groups during the three year period were somewhat inconsistent. The educational administration respondents' mean scores were .87, .65, and 1.00 for the three year period, while mean scores for the special education participants were .84, 1.00, and .80 for the 1971-74 period. Thus, very little activity in the way of developing joint procedures for recruitment and selection of students into the two programs of administration occurred.

Joint Research.

Cooperation and communication concerning joint research activities was negligible. Items (39) and (40) were designed to measure this category, and were scored on a scale of zero to three. The two questions asked how often professors or students of general and special education administration engaged in joint research efforts within one's own institution, and with other universities. During the three year period, educational administration respondents report a slight increase in such activity, while special education faculty members report a slight decrease. Joint

research efforts, when they occurred, tended to occur within one's own institution, not with another university. Combined items mean scores were .58, .55, and .60 for the educational administration group, and .86, .70. and .73 for the special education professors.

Advisement of Students.

Two questions measured the advisement of students into courses in the complementary field. The two items were scored on a scale of zero to three, but were not included as a part of the overall communication and cooperation total scores, either as items, or as a category. Items 38 in the 1971-72 questionnaire and 28 in the 1972-74 questionnaires asked professors of educational administration what proportion of students were advised into courses in special education, while items 39 in the 1971-72 questionnaire and 29 in the 1972-74 questionnaires requested similar information from special education professors about special education students advised into educational administration courses.

The results are similar to an item in the joint curricula category which asked about required courses a student majoring in one of the two areas was required to take in the complementary field. Special education students are reported as being advised into educational administration courses to a much greater extent than educational administration students were advised into courses in special education. The mean scores for the educational administration professors were .58, .79, and 1.00 for the three year period, and for special education professors, mean scores were 2.27 , 2.46, and 2.60. Mean scores for both groups of respondents is located in Table 5. Educational administration professors,

Table 5

Advisement of Students Into
Courses in Complementary Field

Evaluation Year	Questionnaire Items*	Educational Administration $\bar{X}$	Special Education $\bar{X}$
1971-72	38, 39	.58	2.27
1972-73	28, 29	.79	2.46
1973-74	28, 29	1.00	2.60

*The wording of the questions was the same for each of the three years. Only the placement of the question changed from the first year to the second. This was due to the relevance questions of the first year's evaluation questionnaire, which were not included in succeeding years. Questions 38 (1971-72) and 28 (1972-74) asked Educational Administration faculty concerning their advisement of students into Special Education courses. Questions 39 (1972-73) and 29 (1972-74) requested Special Education faculty to list the proportion of students advised into Educational Administration courses. A none response was given a zero value; less than 1/3 a one; about 1/2 a two; and more than 2/3 a three.

while increasing their advisement of students into special education courses during the three year period, still advised less than one-third of their students into special education courses. Special education professors reported advising between one-half to two-thirds of their students into educational administration courses.

Total Communication and Cooperation Mean Scores.

Table 6 contains the sums of the communication and cooperation mean scores for general and special education administration respondents. The sums were based on the means of each of the thirty-four items included in the seven communication and cooperation categories (see Table 3 for a listing of the means for each of the thirty-four categories).

General education administration respondents increased their total communication and cooperation mean score each year of the assessment. Their total mean scores for the three year period were 17.36 for 1971-72; 23.06 for 1972-73; and 28.01 for 1973-74. Special education professors did not show such a marked increase in their sum of mean scores during that period. Their total score was 28.01 during the first year's assessment, 30.98 in the second year, and 30.70 in 1973-74. The scores suggest that the General-Special Education Administration Consortium has influenced departments of education administration to a greater extent than it has professors of special education, even though special education respondents still have a higher communication and cooperation total score. However, the difference in the total score was reduced from a -10.65 in the 1971-72 assessment year to a -2.69 in the 1973-74 assessment. This does not suggest that communication and cooperation between special education and educational administration departments in the training of

TABLE 6

Sums of Communication and Cooperation (C&C) Mean Scores for General (GEA) and Special (SEA) Educational Administration Project

Evaluation Year	Sums of C&C Mean Scores* GEA	SEA	Difference
1971-72	17.36	28.01	-10.65
1972-73	23.06	30.98	- 7.92
1973-74	28.01	30.70	- 2.69

*Sums are based on the means of each of the thirty-four items included in the seven categories. Four of the items were scored on a zero to one basis, yielding a possible range of zero to four. The remaining thirty items were scored on a zero to three basis, providing a potential range of zero to ninety. The potential range of the sum of the mean scores for each year and group was zero to ninety four.

school administrators occurred to any great extent. The possible range of total scores was from zero to ninety-four for each of the groups and years. The sums of communication and cooperation mean scores, as reported in Table 6, are less than one-third of the potential score.

Summary and Recommendations

The original conceptualization for the General-Special Education Administration Consortium (GSEAC) was based on the observation that "a gap exists between special education administration and general education administration preparation programs in institutions of higher education throughout the United States (Goodman and Sage, 1972). To close this gap, the University Council for Educational Administration (UCEA) initiated the GSEAC project with funding from the Bureau of the Handicapped, United States Office of Education. The project's purpose was to improve administrative training programs, with a particular emphasis on increasing the integration between departments of special education and educational administration.

An evaluation questionnaire was formulated and both professors of educational administration and special education were requested to complete the instrument. Specifically, the questionnaire was designed to determine the extent of communication and cooperation which existed between special education and education administration units of each university in the consortium. The administration of the questionnaire was to be administered and readministered twice during a three year period: 1971-72, 1972-73. and 1973-74. The questionnaire examined seven areas of communication and cooperation. These were:

1. Professional interaction
2. Collegial relationships
3. Joint curricula
4. Joint program
5. Joint internship
6. Joint recruitment, and
7. Joint research.

The data derived from the three administrations of the instrument were examined. Very little professional interaction was reported by the educational administration respondents, but a significant amount of interaction was indicated by the special education participants. Increased interaction occurred for both groups during the three year period.

Collegial relationships were reported by both groups to have occurred very little. While some improvement occurred for the general education administration group over the three year period, this must remain an area of major concern for those responsible for the GSEAC.

Joint curricula efforts was the category in which the greatest amount of communication and cooperation occurred. The joint program area was reported as the next ranking area as to the amount of communication and cooperation which took place during the three years. However, these curricula and program efforts were more often directed at changes in curricula and programs for special education professors, students and departments, than for their counterparts in educational administration.

There were very little communication and cooperation efforts in the areas of joint internship, joint recruitment of students and joint research activities. Much effort must be directed to these areas if they remain a concern for the consortium members.

The total communication and cooperation scores, based on the sums of the means of the thirty-four items, have increased for both groups

over the three year period. However, the educational administration group reported the greatest increase over the three year assessment period, and closed the gap which separated them from the special education respondents.

While the scores of the groups tended to increase in most of the seven categories and total scores, greater increases in the communication and cooperation between educational administration and special education departments, faculty and students may be required. If the current concept of mainstreaming, or integrating handicapped children into the regular school programs is to be effectively attained, the increased communication between special education and educational administration departments must continue. This appears to be as acute, if not more so, for the preparation of general educational administration students, who must develop an awareness of special education concepts and issues, as more handicapped children are placed in regular schools and programs.

The reasons for the lack of greater success of the GSEAC in not bringing about larger increases in communication and cooperation among the consortium participants cannot be derived from the examination of the base-line data. This was a weakness of the assessment model. Further study is required to determine why certain cooperative activities occurred and others did not. Joint program and curricula efforts were rated as significant categories, and these two areas were reported as theareas of greatest activity during the three year assessment period. But professional interaction, collegial relationships and joint internship were rated as having some significance, and to only slightly less extent, joint recruitment and joint research. These areas, for the most part, were

reported as areas of very little activity. Are these last areas still areas of some relevancy to consortium members? The lack of activity in these areas would suggest a re-examination of the relevancy issue.

If these categories are still significant to the consortium members, further studies might look at organizational variables common to most universities which might be inhibiting such activities. Such variables as departmentalization, reward systems, and authority and communication structures might be factors influencing the lack of activity in certain areas. Other studies might look at the personal variables, such as personality and skills of faculty members and students; while other studies might look to technological problems, such as the state of knowledge, theory, and instructional processes. Further study would be useful since the present base-line data does not provide answers.

Another weakness of the consortium assessment model is that there was no control group in the assessment. Because of this factor, there is no way to assess the impact of the environment on the changes that occurred over the three year period. How much did cooperation and communcation increase because of the impact of court cases affecting the education of the handicapped, state and federal legislation, special interest group influence, or state education deparmtnets and state boards of education? Perhaps all universities training educational administrators and special education administrators increased in these same areas of cooperation and communication, even though not part of the General-Special Education Consortium. The base-line data does not provide answers.

Or, perhaps a more intriguing question would be whether the GSEAC achieved much more than might be expected during the three year

period. What were the criteria for success of the project? How much increase was expected? There is no question that overall communication and cooperation increased, particularly from the reported scores of the general education administration members.

Whatever the reaons for success or lack of it, if the GSEAC is extended, it must deal with these issues concerning its assessment procedures and questions of criteria of success. Otherwise, one is left with only questions.

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Special Education Leadership and the Future

Jack Culbertson, Executive Director
University Council for Educational Administration

When a small group of professors of special education administration came to the headquarters of the University Council for Educational Administration (UCEA) in the late 1960's, they brought with them a vision which, when judged by hindsight, was full of foresight.[1] The group saw clearly that special education was becoming less separated from and more integrated with education generally. Although they did not foresee all of the upcoming court decisions and legislative enactments which were to effect special education in the seventies, they sensed a turn in history and they wanted to play a role in shaping the turn; further, they requested that the University Council for Educational Administration assist them in their efforts.

Significantly, the group of special education administration professors chose not to concentrate their efforts directly upon school systems and agencies external to the universities; rather, they saw the need to focus closer to home. More specifically, they saw the need for professors of special education administration and general education administration to develop more effective communication channels and to integrate more closely their efforts in the preparation of general and special education administrators. They had concluded that if directors

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[1]The professors who were key initiators of the UCEA discussions included: Martin Martinson, then of the University of Oregon and now of the University of Kentucky; Charles Meisgeier, then of the University of Texas and now of the University of Houston; Daniel Sage, Syracuse University; and Godfrey Stevens, University of Pittsburgh.

of special education in school systems were to have the most effective preparation, professors of general administration would need to be involved. They also saw that if principals, superintendents, and other general administrators were to be prepared to deal effectively with special education issues, they would need the help of professors of special education administration to develop the necessary insights, perspectives, and skills. They saw a major need, in other words, to move away from separatism and toward integration.

After many months and much discussion following the initial meeting between the special education administrators, professors, and the UCEA central staff, there came into being a new organization called the General-Special Education Administration Consortium (GSEAC). This new organization was designed to achieve the mission of program innovation in universities directed at integrating general and special education administration. Comprised of more than 25 institutions of higher education, the consortium's main strategies were the provision of integrated staff development experiences for general and special education administration professors and the development of training materials for use to these professors in pre-service and in-service programs. Graduate students were also involved in most of the activities.

Significantly, all of the developmental activity pursued through the consoritum involved teams of professors of general and special education administration. Development, in other words, was seen not only as a way to produce products but as a way of achieving closer communication and more integrated efforts on the part of general and special education professors.

The General-Special Education Administration Consortium (GSEAC), created in response to these needs, discovered very early that there was, in fact, marked separatism on the part of general and special education administration professors and their graduate students. In many of the institutions of the consortium those heading special education administration programs and those heading departments of education administration had not met one another when the project began. The consortium represented, then, a new approach to a long-standing and very visible problem.

Other parts of this report document the wide range of products which were produced through the consortium. Included also are data on the various ways integration between general and special education administrators and among professors and graduate students were facilitated through the consortium. It is not the purpose of this chapter to recount this evidence. Rather, the purpose in the pages which follow are to look toward the future and to project current and emergent challenges before those concerned with leadership for special education.

Special Education to Remain Highly Visible

Today, even more than in the late 1960's, special education is a highly visible societal phenomenon. A survey of the Education Commission of the States in 1974, for example, revealed that special education was perceived by governors to be the number one challenge to states. Such a finding reflects the continuing interest and concern of the general public in the education of handicapped individuals. We can project that for at least the next five years special education will

continue to have a highly visible status in society. This is true because the very powerful forces which have given it its current visibility are still at work (Yates, 1974). The forces are reflected in a growing societal concern about traditional approaches to the education of the handicapped. This concern is expressed most clearly and powerfully through legislatures and the courts. Increasingly, litigation has focused upon the violation of the human rights of handicapped students, especially those segregated in special education programs; upon the inadequate response of educational institutions to the constitutional rights to education of handicapped individuals, as well as to the rights of due process; and upon the negative consequences of our dual system of education and its foundation upon unsound ways of testing, categorizing, and placing students. Parents have become less willing to accept traditional special education practices and more aggressive in seeking the same rights and privileges for the handicapped students available to students more generally.

Underlying court decisions and other public expressions are moral imperatives stemming from disadvantage. Put differently, prejudice and restriction of opportunity operates in much the same way for the handicapped as for other minorities in society. The forces underlying the movement to improve special education, then, are fundamental and powerful human values.

Although society and its leaders have recognized the injustices of the past, these are not yet eradicated. Court decisions and new laws are only a critical first step. Much time and energy will be required to implement new court decisions and to realize the intent of

of the new laws. Since there can be no turning back, special education will surely remain very visible for at least the next five years.

Educational Leadership Will Continue to be Critical

While much of the movement toward change in special education has been set in motion by parents of handicapped individuals and/or legal or legislative representatives, a broader leadership base is now needed. It is clear that if the changes now underway are to come to effective fruition within the context of public acceptance and understanding, educational leaders in school systems will play important roles. There are two key strands of formal leadership in these systems. On the one hand, there are directors of special education and associated personnel who can bring unique insights and specialized knowledge to problems of handicapped individuals. On the other hand, there are superintendents, associate superintendents, and school principals who are responsible for a variety of decisions affecting special education. There is not always common understanding between general and special education leaders nor are the objectives and efforts of these two types of leadership always well integrated and coordinated. However, as already noted, joint efforts by these two types of leaders will be critical. Not only will general and special education leaders need to create a climate of understanding for implementing court decisions and legislative enactments; they will also need to help achieve specific instructional, managerial, and organizational innovations which are supportive of more general change as well as delivery systems to support change. Their leverage for impact will continue to be double-edged; they can effect-

ively facilitate change or they can create barriers to it. Clearly, if the dual system of general and special education is to be changed and if handicapped individuals are to have equal educational rights and opportunities, general and special education leadership in school systems will have to become more effective and achieve greater integration and cooperation of effort.

General and special education administrators cannot function in a vacuum or carry the full responsibility for leadership. They will need to link effectively to other leaders in local communities and to leadership beyond these communities. Since so many states have enacted mandates of various kinds, linkage to the larger state arena will be critical. The federal government will surely continue to play a leadership role in special education and provide significant support for changing the status of special education, this arena will be another one to which general and special educational administrators will link.

The next five years, then, will continue to see a visible struggle to effect changes set in motion by the forces already identified. The forces are sufficiently powerful to ensure that change will result. The shape and extent of change will certainly be influenced by general and special education administrators. The knowledge and skill they possess will be major factors determining their influence and their effectiveness.

Staff Development Opportunities for Leaders to be Crucial

Given the assumptions that general and special education administrators do play important roles in improving special education and that

the effectiveness of their roles will be highly dependent upon their knowledge and expertise, special challenges will be posed to universities, school systems, and related agencies during the period ahead. This challenge has to do with the need to improve and expand opportunities for staff development for general and special education administrators. Staff development can provide leaders in school systems opportunities for renewal and means for more effectively implementing new legislative enactments and important court decisions. This view is based upon two important and interrelated assumptions: first, leadership, as already noted, will be a very critical factor in achieving the institutional adaptions necessary to improve special education during the period ahead; second, institutional adaption and leadership will be increasingly dependent upon (1) the capacity of those in general and special education administration posts to learn and adapt, and (2) upon the generation of staff development programs that will help these leaders facilitate adaption.

There is more than logic involved in the case for need improvements in staff development. Clearly, there is an increasing readiness on the part of general and special education administrators for staff development opportunities. Given the tremendous challenges now before them, they are desirous of instruction that will enable them to understand emergent developments, acquire information about the significant delivery systems, and obtain the skills needed to carry out change. During the next several years several inadequacies in current approaches to staff development for general and special education administrators will need to be addressed. Several deserve attention.

An over-all limitation in staff development programs stems from the fact that current approaches are random and decentralized and they suffer from a lack of well-defined structures with assigned responsibilities for advancing and encouraging innovations. While innovative structures for staff development are available which concentrate upon training certain types of special education personnel and some of these transcend local and state boundaries, no national structure is now available which brings a critical mass of human and conceptual resources to bear in a continuous and focused manner upon training innovations for general and special education administrators. While there are advantages in decentralized and pluralistic efforts, well-planned centralized back-up systems capable of facilitating local efforts offer distinct advantages which are not now available. In the words of Maynard Reynolds:

> "Most of the difficult problems faced by local sites in the wake of court decisions or legislation require resources well beyond the immediate community and state... There is a great need for our professions and agencies to build up systems for the sharing of knowledge and skills as a resource for constructive change." (1975).

The fact that there is not now available a visible and national sharing and development capability supportive of improvements in staff development programs for general and special education administrators makes for limitations.

Second, it is evident that staff development opportunities for general and special education administrators tend to be more separate than integrated. Staff development opportunities for special education administrators, in other words, tend to be designed and offered separate from staff development opportunities for general administrators, and

vice versa. This tendency ignores the fact that effective planning and implementation to improve education for the handicapped will require a team effort on the part of both types of administrators. It also fails to recognize the interdependency of general and special education administrators. The principal is dependent upon data, knowledge, and understandings available to directors of special education. School principals, on the other hand, can play a role more critical than special education directors in developing broad-based understandings of special education trends and requirements among teachers and parents at the school level. Clearly, if mainstreaming for regular and handicapped students is to be achieved, staff development opportunities for general education administrators should not be isolated from opportunities provided special education administrators, and vice versa. Stated positively, a significant portion of the staff development opportunities should be shaped by sharing, teaming, and integration concepts.

A third inadequacy in current staff development efforts has to do with the definition and assessment of training needs. What training needs are common to both groups of administrators? What needs are unique to special education administrators, if any? What needs are unique to general administrators, if any? Needs assessment techniques or instruments for getting at these questions are limited, in part because needs assessment efforts have unfolded largely in the separate arenas of general and special education administration. Even in separate arenas, needs assessment have been more random than systematic, more informal than formal. Clearly, if these respective administrators are to acquire learnings necessary for acceptance and mutual understanding

and the implementation of mainstreaming practices, common learning needs must be identified. More basically, developmental work is needed to design and refine techniques and instruments for assessing training needs that cut across both special and general administration.

A fourth inadequacy in current training efforts stems from the limited number of training materials available for staff development purposes. During recent years considerable progress has been made in developing training materials for general and special education administrators. The Principal's Training Materials, developed by Don Roy Hafner and the Special Education Administrator Simulation (SEASIM) under the auspices of the General Special Education Administration Consortium, are expamles of materials that are having increasing national use. However, the number of these materials is limited. In addition, their development rationale was not always clearly linked to common and/or unique administrator learning needs of practicing administrators, in part because of inadequacies already described related to needs assessment practices and procedures. In addition, these needs have undoubtedly undergone some change since the materials currently available were developed. We can conclude, then, that while current training materials are serving useful purposes, they are inadequate to meet staff development needs of general and special education administrators of the future.

In sum, then, we can predict that in the next three to five years there will be substantial progress made in dealing with the following staff development inadequacies:

1. The lack of a national structure to concentrate systematically upon the improvement of staff development, to bring a range of human and conceptual resources to the task, and to provide

relevant development and dissemination capacities.

2. The separatist tendencies in the planning and implementation of staff development programs for general and special education administrators.

3. The limitations inherent in current approaches to the assessment of the training needs of these administrators.

4. The limited number and types of training materials available to support and facilitate efforts to improve staff development.

Special Responses Will be Needed to Achieve Improved Staff Development

Providing effective in-service education for leaders concerned with special education is and will continue to be a major challenge. It will require increased resources (both human and financial), special ways of organizing and disseminating existing knowledge, a continued push for new knowledge, new arrangements for linking school systems and universities, and more effective local, state, and national planning.

Priorities will need to be placed upon achieving new arrangements between universities and school systems and state departments. Such arrangements need to be created in order to stimulate and facilitate the development of in-service education innovations for general and special education administrators. Many of these arrangements will take place in given localities. Some undoubtedly will arise within the context of given states. A major need at this point would seem to be the creation of better national developmental capabilities which would both draw upon and serve state and local staff efforts.

The GSEAC network created during the last four years could form a very important part of a national network. Much energy, in other

words, has been expressed to create effective communication channels between general and special education professors and graduate students in GSEAC universities and in achieving cross-university communication links between and among personnel in these universities. This network, as other portions of this report have demonstrated, has produced a range of instructional materials and other tools which are being used and will continue for the foreseeable future to be disseminated and used. The GSEAC network, then, is an existing and valuable resource.

What should be added to GSEAC to meet important national developmental and dissemination needs? New links with a selected number of school systems in different parts of the country is one critically needed element. Links with state education agencies could also prove to be important. Such communication arrangements could help form a national partnership with the GSEAC network. The projected partnership could direct major efforts toward the improvement of staff development opportunities for general and special education administrators. As innovations were developed through the partnership, studies and evaluations could be made of them. The more promising ones could be diffused to other school systems and institutions beyond the partnership.

In order to facilitate the partnership effort, it would be necessary to create a special linking agency that would be external to the universities and the school systems. The critical nature of such linkage arrangements is documented in the literature. Havelock (1973), for example, in speaking about linkage responsibilities has made the following observation:

"There must be some one person or some nuclear group pulling

> together diverse resources, structuring them and developing and executing strategies for their effective dissemination and utilization and doing so on a continuing basis." (p.75)

Other scholars have emphasized the significance of external agency or third party activities in the development and dissemination of innovations. An agency external to the partnership universities and school systems could facilitate the defining of objectives, needed brokerage arrangements, the linking of personnel, and the dissemination of ideas and products, among other things. In this regard, an external agency such as the one which facilitated the work of GSEAC, could be activated to link with a larger network encompassing school systems and possibly other organizations in addition to GSEAC institutions.

A second objective of significance is the need to obtain better approaches to the assessment of training needs. These needs vary to some degree from locality to locality and from state to state. If planning is to be optimally effective in given localities or states, more precise data will need to be obtained on training needs to illuminate differences as well as commonalities in needs in different settings. The constraints surrounding given training efforts also shape definition of need. Thus, if a school system decides to develop a comprehensive training program lasting over a substantial period of time, the approach to needs assessment would be quite different from a program which was directed at a limited number of training experiences within a short time period.

Currently, training needs are assessed largely through "informed judgment." However, there are various strategies of assessment which are more systematic and which could provide a stronger base for program

planning. Three can be identified for use within a present time frame. (1) Data can be gathered from administrators (and others with whom they work) through interviews or questionnaires about perceived training needs within a present time frame. (2) Another "here and now" approach involves the use of data on system performance to identify significant discrepancies between actual and desired performance and to generalize about the staff development needs of leaders with major responsibilities for addressing discrepancies. A variation in this approach is the definition of staff development needs to be met in introducing change or installing innovations in systems. (3) A third approach is to review the existing literature about needs and/or problems in a given area and to identify targets for staff development.

Two major strategies for assessing needs within a future time frame are available. Data can be acquired within a future time frame through trend extrapolation and related methods and used to deduce training needs. For example, trends in handling the severe and profoundly handicapped could be delineated and the implications for staff development needs could be identified. From such an approach in-service programs could be planned. Second, through the use of normative forecasting, ideal education programs (or elements of them) can be projected along with leadership functions required for their initiation and implementation. Staff development requirements can then be used to project in-service programs and the content and strategies of instruction to be used in them.

During the period ahead it would seem very important that those concerned with staff development innovations seek better ways of

assessing training needs. Such work could be facilitated through the partnership outlined above. The careful articulation of the nature of different modes of assessment would be an important first step. The operationalization and testing of different instruments or procedures for assessing training needs would be another. The results, including proven assessment instruments or procedures, could then be made available to the field of educational administration.

A third needed emphasis in the future has to do with the creation of training materials to support staff development. While a number of training materials bearing upon special education leadership have been developed through GSEAC and other agencies, more work is needed in this area. Several adaptations can be projected. An immediate adaptation would be that of achieving sub-packages or modules from already available large training packages (e.g., Special Education Administration Simulation). Such modules could be used in workshop sessions involving relatively short time periods. Still another objective would be that of determining training needs for which there are no instructional materials available and of developing materials to meet the identified needs. Finally, it seems very important to achieve better ways of communicating information about available and emergent materials to interested personnel in school systems. To achieve this objective new modes of dissemination and new approaches to the organization of information will be required.

In both short and long range, the achievement of needed new research and development to undergird training will be critical. Scholars such as Nicholas Hobbs (1975) have recommended that priority be placed

upon public policy research. He believes that the establishment of a number of university-based centers to study policy bearing upon exceptional children would be highly desirable. Clearly, we need better research to illuminate public policy issues bearing upon special education (1975). We also need substantial development to project more effective delivery systems to help ensure that effective special education will be achieved. (Theory into Practice, 1975; Deno, 1974; Birch, 1974.) Both research and development are central to decision-making about policy and its implementation. They are also critical from the standpoint of effective staff development programs. These programs are highly dependent, in other words, on a continuous flow of research ideas and new developments of use to leaders in the field. The long-range significance of this challenge should not be minimized.

Summary

Special education is currently a very visible phenomenon in society. Various forces, which derive essentially from demonstrated injustices in the educational practices for the handicapped, are making special education visible. The forces, we can predict, will continue to express themselves within the foreseeable future. Consequently, special education will continue to have a very visible status in society at least for the next five years as state, local and national efforts are focused upon the improvement activities.

In upcoming efforts to achieve change and to rectify injustices inherent in special education practices, educational administrators will play a key role. This role can be positive or negative. Both special

education administrators (e.g., directors of special education) and general education administrators (e.g., school principals) will play key roles.

Most general and special education administrators desire to play a constructive role in facilitating needed change in special education. A key variable in determining their effectiveness will be the quantity and quality of staff development experiences which will be made available to them. Leadership, in other words, will be increasingly dependent upon learning opportunities. Intelligent change cannot be consummated without informed leadership. A major challenge during the next five years, then, will be the creation and implementation of more effective staff development options for general and special education administrators.

In meeting the challenge of improved staff development opportunities, several goals will need to be pursued during the next five years: the creation of university-school system partnerships to stimulate and achieve staff development innovations, including the necessary tools and supports for these innovations; the development of better ways of assessing training needs; the creation and/or organization of needed training materials; and the attainment of needed new knowledge through research. The attainment of the goals just noted and, in turn, the achievement of new training innovations represent major challenges to the field. The degree to which innovations and supporting goals are realized will surely help determine the degree and manner in which special education is improved.

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APPENDIX

University Council for Educational Administration

29 WEST WOODRUFF AVENUE, COLUMBUS, OHIO 43210
TELEPHONE (614) 422-2564

MEMORANDUM

To: General-Special Education Administration Consortium Representatives
From: Jim Yates
Subject: Consortium Evaluation Questionnaire

Dear Colleague:

Enclosed is a copy of the consortium evaluation questionnaire. The questionnaire is a product of a number of revisions by consortium members as well as input from field-test sites within the consortium. We hope that it does tap some of the areas of importance in relation to the consortium effort. Please give it your appropriate attention and provide us with your earliest response to the questionnaire. Specifically, we are requesting that the questionnaire be returned to the UCEA central office by December 24, 1971.

The questionnaire is being sent to the designated General-Special Education Administration Consortium representatives and/or the respective department chairman. The results of the study will be disseminated at the Spring Regional Conferences.

We appreciate your effort in responding to the questionnaire and have provided a self-addressed stamped envelope for your convenience in returning it.

GENERAL-SPECIAL EDUCATION ADMINISTRATION CONSORTIUM
EVALUATION QUESTIONNAIRE

Purpose of the Questionnaire

This evaluation questionnaire is part of a larger evaluation design, the purpose of which is to generate systematic information on the activities and outputs of the Consortium as feedback to its directorship, to its membership, and to other interested parties. The questionnaire, itself, is designed to tap the perceptions of professors in general and special education administration about the impact of the Consortium upon their professional relationships and upon preparation programs in their respective fields. All responses will be reported only as group data.

The Mission of the Consortium

The primary mission of the General-Special Education Administration Consortium is to advance, through inter-institutional approaches, professional preparation in general and special education administration. Four main goals subsumed in the larger mission are as follows:

I. To improve communication and cooperation, both within and among institutions, for those involved in the preparation of special education administrators, those involved in the preparation of general educational administrators, and those involved in other special education preparatory programs.

The achievement of this objective would entail a focus on such specific activities as:

A. Broadening the base of preparatory programs for both special and general educational administrators

B. Promoting greater integration between preparatory programs for administrators

C. Increasing the awareness of special education on the part of those in general educational administration

D. Involving personnel from each of the sectors of preparation in the activities of the projected model

E. Maintaining and enhancing an awareness of administrative issues on the part of those concerned with the preparation of special education teachers and clinical personnel.

II. To improve communication and cooperation, both regionally and nationally, among the faculty and student personnel involved in the preparation of special and general education administrators.

The achievement of this objective would entail a focus on such specific activities as:

A. Eliminating and avoiding dysfunctional duplication in the efforts of those preparing educational administrators in different universities

B. Encouraging diversity and specialization among programs

C. Combining and coordinating the resources of different universities in upgrading selected components of preparatory programs such as (1) the recruitment and selection of students, (2) the identification of competencies to be developed, (3) the development and dissemination of instructional materials, (4) the planning and implementation of field experiences, (5) the design of in-service programs for practitioners, (6) the continual and systematic evaluation of preparatory programs, and (7) the placement and follow-up of graduates

D. Stimulating and facilitating research by faculty and students on the practice of and preparation for Special and General Education Administration

III. To improve the continuing education of professors of Special and General Education Administration

The achievement of this objective would entail a focus on such specific activities as:

A. Providing a variety of frequent, short-term opportunities for professors to become familiar with new knowledge and promising practices in accordance with their needs and interests

B. Developing longer-term post-doctoral research and development opportunities for professors

IV. To evaluate on a continuous and systematic basis, the degree to which the prototype model is meeting its objectives

The achievement of this objective would entail a focus on such specific activities as:

A. Noting changes in practices among preparation programs which can be demonstrated as resulting from work of the prototype model

B. Noting changes in objectives over time, as problems are addressed and solutions implemented

C. Noting changes in function of the model over time as a variety of approaches are tried

D. Testing the transferability or generalizability of the model to other areas of personnel preparation

Directions

PLEASE ANSWER EACH QUESTION. IF ADDITIONAL SPACE IS REQUIRED FOR DESCRIPTIONS, AND/OR EXPLANATIONS, USE THE REVERSE SIDE OF THE PAGE.

1. Do you know of an article published this past year which crosses the boundary between General and Special Education Administration (that is, by a Special Education Administration scholar in a publication devoted primarily to General or Educational Administration or by a scholar in Educational Administration in a publication devoted primarily to Special Education)?

1. Yes _____ No _____
2. If yes, please list:

3. Given the acceptance of the stated mission of the Consortium collecting this kind of information is, in my judgment:

3. Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
_____	_____	_____	_____

4. Did you belong to any professional association in the *"complementary field" during 1970-71?

4. Yes _____ No _____
5. If yes, please list:

*The phrase, "complementary field" refers to the "other" field, that is, Special Education Administration if you are in General Educational Administration, and vice versa.

6. Did you attend any professional association convention in the 'complementary field' during 1970-71?

6. Yes _____ No _____
7. If yes, please list:

8. Did you subscribe to any professional publications in the 'complementary field" during 1970-71?

8. Yes _____ No _____
9. If yes, please list:

10. Given the acceptance of the stated mission, collecting this kind of evaluation information (Questions 4-9) is, in my judgment:

10. Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
_____	_____	_____	_____

11. In consulting or field service relationships, did you work with a colleague in the "complementary field" in 1970-71?

11. In your university? Yes _____ No _____
12. In other universities? Yes _____ No _____

13. Did you have a collegial relationship with professors or students in the "complementary field" (either directly or by correspondence) during 1970-71?

13. In your university? Yes _____ No _____
14. In other universities? Yes _____ No _____

15. Given the acceptance of the stated mission, collecting this kind of evaluation information (Questions 11-14) is, in my judgment:

15. Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
_____	_____	_____	_____

16. As of June 1971, at your institution were professors of Special Education Administration serving as regular members of doctoral committees for majors in General Educational Administration? 16. Yes _____ No _____

17. As of June 1971, at your institution were professors of General Educational Administration serving as regular members of doctoral committees for majors in Special Education Administration? 17. Yes _____ No _____

18. Given the acceptance of the stated mission, collecting this kind of evaluation information (Questions 16-17) is, in my judgment:

18. Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
_____	_____	_____	_____

19. If criteria have been developed to evaluate Special Educational Administration and General Education Administration programs, has the effort been a joint one with the "complementary department"? 19. Yes _____ No _____

20. Given the acceptance of the stated mission, collecting this kind of evaluation information (Question 19) is, in my judgment:

20. Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
_____	_____	_____	_____

21. As of June 1971, how much did the content of courses at your institution in General Educational Administration include concepts, issues, and methodologies from Special Education?

21. Not at All____Very Little____Some____A Great Deal____Don't Know____

Please describe:

22. As of June 1971, how much did the content of courses at your institution in Special Education Administration include concepts, issues, and methodologies from the field of General Administration?

22. Not at All____Very Little____Some____A Great Deal____Don't Know____

Please describe:

23. Given the acceptance of the stated mission, collecting this kind of evaluation information (Questions 20-22) is, in my judgment:

23. Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
_____	_____	_____	_____

24. During 1970-71, in your institution did professors of both General and Special Education Administration teach classes jointly, partly or alternately?

24. Not at All____Very Little____Some____A Great Deal____Don't Know____

25. Of all graduates in your department, what proportions have joint major-minor combinations in Special Education Administration and General Education Administration?

25. None____Less than 1/3____About 1/2____More than 2/3____Don't Know____

26. Given the acceptance of the stated mission, collecting this kind of evaluation information(Questions 24-25) is, in my judgment:

26. Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
_____	_____	_____	_____

27. In 1970-71, were courses offered in General and Special Educational Administration listed in the course catalog under both department (faculty, area, etc.) headings?

27. Not at All____Very Little____Some____A Great Deal____Don't Know____

28. As of June 1971, to what extent did course requirements at your institution for majors in General Educational Administration include work in Special Education or Special Education Administration?

28. Not at All____Very Little____Some____A Great Deal____Don't Know____

Please Describe:

29. As of June 1971, to what extent did course requirements at your institution for majors in Special Education Administration include work in the broader field of Administration?

29. Not at All____Very Little____Some____A Great Deal____Don't Know____

Please Describe:

30. Given the acceptance of the stated mission, collecting this kind of evaluation information (Questions 27-29) is, in my judgment:

30. Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
_____	_____	_____	_____

31. As of June 1971, in your institution to what extent had program objectives in General and Special Education Administration, respectively, changed as a result of sharing ideas with the "complementary department" (faculty, area, etc.)?

31. Not at All____Very Little____Some____A Great Deal____Don't Know____

Please Describe:

32. Given the acceptance of the stated mission, collecting this kind of evaluation information (Question 31) is, in my judgment:

32.	Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
	_____	_____	_____	_____

33. During 1970-71, to what extent were in-service programs for school administrators jointly planned and implemented by professors from both General and Special Education Administration?

33. Not at All____Very Little____Some____A Great Deal____Don't Know____

34. In 1970-71, regardless of who planned and implemented in-service training programs for school administrators, how often did such programs incorporate issues and materials of common concern to both General and Special Education Administrators?

34. Not at All____Very Little____Some____A Great Deal____Don't Know____

35. In 1970-71, how often were in-service programs directed specifically toward and attended by joint populations of General and Special Education Administrators?

35. Not at All____Very Little____Some____A Great Deal____Don't Know____

36. During 1970-71, how often at your institution were non-credit seminars, meetings, etc., held for and attended by majors in both General and Special Education Administration?

36. Not at All____Very Little____Some____A Great Deal____Don't Know____

37. Given the acceptance of the stated mission, collecting this kind of evaluation information (Questions 33-36) is, in my judgment:

37.	Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
	_____	_____	_____	_____

38. FOR PROFESSORS OF EDUCATIONAL ADMINISTRATION ONLY: During 1970-71, what proportion of students did you advise taking courses in Special Education as part of their programs in Educational Administration?

38. None____Less than 1/3____About 1/2____More than 2/3____Don't Know____

39. FOR PROFESSORS OF SPECIAL EDUCATION ADMINISTRATION ONLY: During 1970-71, what proportion of students did you advise taking courses in General Educational Administration and Supervision?

39. None____ Less than 1/3____ About 1/2____ More than 2/3____ Don't Know____

40. Given the acceptance of the stated mission, collecting this kind of evaluation information (Questions 38-39) is, in my judgment:

40. Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
_____	_____	_____	_____

41. Describe the amount of cooperative planning and decision making between professors and departments of General and Special Education Administration during 1970-71.

41. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

42. Given the acceptance of the stated mission, collecting this kind of evaluation information (Question 41) is, in my judgment:

42. Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
_____	_____	_____	_____

43. At your institution in 1970-71, to what extent were professors of General and Special Education Administration sharing information about internships in the two fields?

43. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

44. Between your university and other universities, in 1970-71, to what extent were professors of General and Special Education Administration sharing information about internships in the two fields?

44. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

45. At your institution, in 1970-71, to what extent were you placing internship teams composed of General and Special Education Administration majors?

45. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

46. Between your institution and other universities, in 1970-71, to what extent were you placing internship teams composed of General and Special Education Administration majors?

46. Not at All____Very Little____Some____A Great Deal____Don't Know____

47. To what extent, at your institution, were majors in General and Special Education Administration being placed, in 1970-71, into internship positions jointly supervised by professors of either General or Special Education Administration, or both?

47. Not at All____Very Little____Some____A Great Deal____Don't Know____

48. To what extent, between your institution and other universities, were majors in General and Special Education Administration being placed, in 1970-71, in internship positions jointly supervised by professors of either General or Special Education Administration, or both?

48. Not at All____Very Little____Some____A Great Deal____Don't Know____

49. To what extent at your institution, were majors in General and Special Education Administration, in 1970-71, attending joint internship seminars with each other?

49. Not at All____Very Little____Some____A Great Deal____Don't Know____

50. Given the acceptance of the stated mission, collecting this kind of evaluation information (Questions 43-49) is, in my judgment:

50.	Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
	____	____	____	____

51. How much work had been done at your institution by June 1971, in developing joint procedures for recruiting and selecting students in General and Special Education Administration?

51. Not at All____Very Little____Some____A Great Deal____Don't Know____

52. During 1970-71, how often at your institution did professors and/or students of General and Special Education Administration engage in joint research efforts?

52. Not at All____Very Little____Some____A Great Deal____Don't Know____

53. During 1970-71, how often between your institution and other universities, did professors and/or students of General and Special Education Administration engage in joint research efforts?

53. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

54. Given the acceptance of the stated mission, collecting this kind of evaluation information (Questions 51-52) is, in my judgment:

54. Of No Significance	Of Little Significance	Of Some Significance	Extremely Significant
_____	_____	_____	_____

55. Has the General-Special Education Administration Consortium produced and/or disseminated any significant new ideas, substantive or technological, which have affected your thinking, research, writing, and/or teaching in the past year? 55. Yes ____ No ____

56. If yes, (Question 55) please describe briefly the nature of the idea or ideas and, if you remember, indicate for each how it came to your attention.

57. What do you judge to be the attitude of most persons in General Educational Administration toward the Consortium?

57. Highly Unfavorable____ Unfavorable____ Favorable____ Highly Favorable____ Don't Know____

58. What do you judge to be the attitude of most persons in Special Education Administration toward the Consortium?

58. Highly Unfavorable____ Unfavorable____ Favorable____ Highly Favorable____ Don't Know____

59. What new instructional materials, if any, which have been developed and/or disseminated through the General-Special Education Administration Consortium, are now in use in courses in General or Special Education Administration? (Please list both the materials in use and the courses in which they are being used).

59. Materials:

60. Courses:

61. What new methods including instructional materials, if any, which have been developed and/or disseminated through the General-Special Education Administration Consortium, have been used this past year in in-service programs for school administrators? (Please list both the methods, and/or materials used and the in-service situations in which they were used).

61. Methods:

62. Materials:

63. In-Service Situation

University Council for Educational Administration

29 WEST WOODRUFF AVENUE, COLUMBUS, OHIO 43210
TELEPHONE (614) 422-2564

MEMORANDUM

TO: General Special Education Administration Consortium representatives

FROM: Jim Yates

SUBJECT: Consortium Evaluation Questionnaire

DATE: November 29, 1972

Dear Colleague:

Enclosed is a copy of the Consortium Evaluation Questionnaire. You will recall that you completed the original Consortium Evaluation Questionnaire one year ago. The Consortium evaluation design calls for a similar collection of data each year. The enclosed questionnaire is an attempt to collect such information. We hope that it covers some of the areas of importance in relation to the Consortium effort. Please give it your attention and provide us with your earliest response to the questionnaire. Specifically, we are requesting that the questionnaire be returned to the UCEA central office by December 24, 1972.

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GENERAL-SPECIAL EDUCATION ADMINISTRATION CONSORTIUM
EVALUATION QUESTIONNAIRE

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The achievement of this objective would entail a focus on such specific activities as:

A. Broadening the base of preparatory programs for both special and general educational administrators

B. Promoting greater integration between preparatory programs for administrators

C. Increasing the awareness of special education on the part of those in general educational administration

D. Involving personnel from each of the sectors of preparation in the activities of the projected model

E. Maintaining and enhancing an awareness of administrative issues on the part of those concerned with the preparation of special education teachers and clinical personnel.

II. To improve communication and cooperation, both regionally and nationally, among the faculty and student personnel involved in the preparation of special and general education administrators.

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C. Combining and coordinating the resources of different universities in upgrading selected components of preparatory programs such as (1) the recruitment and selection of students, (2) the identification of competencies to be developed, (3) the development and dissemination of instructional materials, (4) the planning and implementation of field experiences, (5) the design of in-service programs for practitioners, (6) the continual and systematic evaluation of preparatory programs, and (7) the placement and follow-up of graduates

D. Stimulating and facilitating research by faculty and students on the practice of and preparation for Special and General Education Administration

III. To improve the continuing education of professors of Special and General Education Administration

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A. Providing a variety of frequent, short-term opportunities for professors to become familiar with new knowledge and promising practices in accordance with their needs and interests

B. Developing longer-term post-doctoral research and development opportunities for professors

IV. To evaluate on a continuous and systematic basis, the degree to which the prototype model is meeting its objectives

The achievement of this objective would entail a focus on such specific activities as:

A. Noting changes in practices among preparation programs which can be demonstrated as resulting from work of the prototype model

B. Noting changes in objectives over time, as problems are addressed and solutions implemented

C. Noting changes in function of the model over time as a variety of approaches are tried

D. Testing the transferability or generalizability of the model to other areas of personnel preparation

Directions

PLEASE ANSWER EACH QUESTION. IF ADDITIONAL SPACE IS REQUIRED FOR DESCRIPTIONS AND/OR EXPLANATIONS, USE THE REVERSE SIDE OF THE PAGE.

1. Do you know of an article published this past year which crosses the boundary line between general and special education administration (that is, by a special education administration scholar in a publication devoted primarily to general or educational administration; or by a scholar in educational administration in a publication devoted primarily to special education)?

1. Yes ___ No ___
2. If yes, please list:

3. Did you belong to any professional association in the "complementary field"* during 1971-72?

3. Yes ___ No ___
4. If yes, please list:

*The phrase, "complementary field," refers to the "other" field; that is, special education administration if you are in general educational administration, and vice versa.

5. Did you attend any professional association convention in the "complementary field" during 1971-72?

5. Yes ___ No ___
6. If yes, please list:

7. Did you subscribe to any professional publications in the "complementary field" during 1971-72?

7. Yes ___ No ___
8. If yes, please list:

9. In consulting or field service relationships, did you work with a colleague in the "complementary field" in 1971-72?

9. In your university? Yes ___ No ___
10. In other universities? Yes ___ No ___

11. Did you have a collegial relationship with professors or students in the "complementary field" (either directly or by correspondence) during 1971-72?

11. In your university? Yes ___ No ___
12. In other universities? Yes ___ No ___

13. As of June 1972, at your institution were professors of special education administration serving as regular members of doctoral committees for majors in general educational administration?

13. Yes ___ No ___

14. As of June 1972, at your institution were professors of General educational administration serving as regular members of doctoral committees for majors in special education administration?

14. Yes ___ No ___

15. If criteria have been developed to evaluate special educational administration and general education administration programs, has the effort been a joint one with the "complementary department"?

15. Yes ___ No ___

16. As of June 1972, how much did the content of courses at your institution in general educational administration include concepts, issues and methodologies from special education?

16. Not at All____Very Little____Some____A Great Deal____Don't Know____

Please describe:

17. As of June 1972, how much did the content of courses at your institution in special education administration include concepts, issues, and methodologies from the field of general administration?

17. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

Please describe:

18. During 1971-72, in your institution did professors of both general and special education administration teach classes jointly, partly, or alternately?

18. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

19. Of all graduates in your department, what proportions have joint major-minor combinations in special education administration and general education administration?

19. None____ Les than 1/3____ About 1/2____ More than 2/3____ Don't Know____

20. In 1971-72, were courses offered in general and special educational administration listed in the course catalog under both department (faculty, area, etc.) headings?

20. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

21. As of June 1972, to what extent did course requirements at your institution for majors in general educational administration include work in special education or special education administration?

21. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

Please describe:

22. As of June 1972, to what extent did course requirements at your institution for majors in special education administration include work in the broader field of administration?

22. Not at All____Very Little____Some____A Great Deal____Don't Know____

Please describe:

23. As of June 1972, in your institution to what extent had program objectives in general and special education administration, respectively, changed as a result of sharing ideas with the "complementary department" (faculty, area, etc)?

23. Not at All____Very Little____Some____A Great Deal____Don't Know____

Please describe:

24. During 1971-72, to what extent were in-service programs for school administrators jointly planned and implemented by professors from both general and special education administration?

24. Not at All____Very Little____Some____A Great Deal____Don't Know____

25. In 1971-72, regardless of who planned and implemented in-service training programs for school administrators, how often did such programs incorporate issues and materials of common concern to both general and special education administrators?

25. Not at All____Very Little____Some____A Great Deal____Don't Know____

26. In 1971-72, how often were in-service programs directed specifically toward and attended by joint populations of general and special education administrators?

26. Not at All____Very Little____Some____A Great Deal____Don't Know____

27. During 1971-72, how often at your institution were non-credit seminars, meetings, etc., held for and attended by majors in both general and special education administration?

27. Not at All____Very Little____Some____A Great Deal____Don't Know____

28. FOR PROFESSORS OF EDUCATIONAL ADMINISTRATION ONLY: During 1971-72, what proportion of students did you advise taking courses in special education as part of their programs in educational administration?

28. None___Less than 1/3___About 1/2___More than 2/3___Don't Know___

(Proceed to Question #30)

29. FOR PROFESSORS OF SPECIAL EDUCATION ADMINISTRATION ONLY: During 1971-72, what proportion of students did you advise taking courses in general educational administration and supervision?

29. None___Less than 1/3___About 1/2___More than 2/3___Don't Know___

(Proceed to Question #30)

30. Describe the amount of cooperative planning and decision making between professors and departments of general and special education administration during 1971-72.

30. Not at All____Very Little____Some____A Great Deal____Don't Know____

31. At your institution in 1971-72, to what extent were professors of general and special education administration sharing information about internships in the two fields?

31. Not at All____Very Little____Some____A Great Deal____Don't Know____

32. Between your university and other universities, in 1971-72, to what extent were professors of general and special education administration sharing information about internships in the two fields?

32. Not at All____Very Little____Some____A Great Deal____Don't Know____

33. At your institution, in 1971-72, to what extent were you placing internship teams composed of general and special education administration majors?

33. Not at All____Very Little____Some____A Great Deal____Don't Know____

34. Between your institution and other universities, in 1971-72, to what extent were you placing internship teams composed of general and special education administration majors?

34. Not at All____Very Little____Some____A Great Deal____Don't Know____

35. To what extent, at your institution, were majors in general and special education administration being placed, in 1971-72, into internship positions jointly supervised by professors of either general or special education administration, or both?

35. Not at All____Very Little____Some____A Great Deal____Don't Know____

36. To what extent, between your institution and other universities, were majors in general and special education administration being placed, in 1971-72, in internship positions jointly supervised by professors of either general or special education administration, or both?

36. Not at All____Very Little____Some____A Great Deal____Don't Know____

37. To what extent at your institution, were majors in general and special education administration, in 1971-72, attending joint internship seminars with each other?

37. Not at All____Very Little____Some____A Great Deal____Don't Know____

38. How much work had been done at your institution by June 1972, in developing joint procedures for recruiting and selecting students in general and special education administration?

38. Not at All____Very Little____Some____A Great Deal____Don't Know____

39. During 1971-72, how often at your institution did professors and/or students of general and special education administration engage in joint research efforts?

39. Not at All____Very Little____Some____A Great Deal____Don't Know____

40. During 1971-72, how often between your institutions and other universities, did professors and/or students of general and special education administration engage in joint research efforts?

40. Not at All____Very Little____Some____A Great Deal____Don't Know____

41. Has the General-Special Education Administration Consortium produced and/or disseminated any significant new ideas, substantive or technological, which have affected your thinking, research, writing, and/or teaching in the past year?

41. Yes___ No ___

42. If yes, (Question 41) please describe briefly the nature of the idea or ideas and, if you remember, indicate for each how it came to your attention.

43. What do you judge to be the attitude of most persons in general educational administration toward the Consortium?

57. Highly Unfavorable____Unfavorable____Favorable____Highly Favorable____Don't Know____

44. What do you judge to be the attitude of most persons in special education administration toward the Consortium?

44. Highly Unfavorable___ Unfavorable___ Favorable___ Highly Favorable___ Don't Know___

45. Check the Materials and Methods developed and/or disseminated by GSEAC which have been used this past year. Please indicate the Materials/Methods used in courses or for in-service training.

COLUMN A: Please check materials/methods used.

COLUMN B: Please check if materials were used in in-service programs for school administrators.

COLUMN C: Please list the name of course(s) where materials/methods were used.

		COLUMN A	COLUMN B	COLUMN C
1)	Case Study: "Special Education - A Racist Institution?"	45.___	46.___	47._____
2)	Case Study: "Special Education Status in a City School System."	48.___	49.___	50._____
3)	Filmed Case Study: "Special Education Placement and the Law"	51.___	52.___	53._____
4)	Monograph: "Common and Specialized Learnings, Competencies, and Experiences for Special Education Administrators"	54.___	55.___	56._____
5)	Monograph: "New Organizational Patterns and Delivery Systems"	57.___	58.___	59._____

	COLUMN A	COLUMN B	COLUMN C
6) Book: Selected Instructional Materials Judged Relevant to Educational Administration	60.___	61.___	62._____
7) Monograph: "Improving Special Education: A Planning Education Manual"	63.___	64.___	65._____
8) Monograph: "Two Theories of Equal Opportunity"	66.___	67.___	68._____
9) Monograph: "Testing, Labeling, and Placement"	69.___	70.___	71._____
10) Monograph: "Exclusion and Rights to Education and Treatment"	72.___	73.___	74._____
11) Newsletter Articles: UCEA Newsletter	75.___	76.___	77._____
12) Abstracting Service: Educational Administration Abstracts	78.___	79.___	80._____
13) Audio-cassette: "A Continuum of Special Education Services"	81.___	82.___	83._____
14) Audio-tape: "Data-Based Implications for Special Education Administration Training Programs"	84.___	85.___	86._____
15) Interpretive Content Paper: "The Organizational Environment of Monroe City School System"	87.___	88.___	89._____
16) Interpretive Content Paper: "Sally"	90.___	91.___	92._____
17) Interpretive Content Paper: "Patterns of Influence: Effect on Educational Decision Making in Monroe City"	93.___	94.___	95._____

	COLUMN A	COLUMN B	COLUMN C
18) Interpretive Content Paper: "Community Organization & Decision-Making in Monroe City"	96.____	97.____	98._____
19) Interpretive Content Paper: "Changing Power Relationships in Monroe City"	99.____	100.____	101._____
20) Interpretive Content Paper: Problems in Using Economic Data & Concepts Presented in the Monroe City Simulations"	102.____	103.____	104._____
21) Interpretive Content Paper: "The Unwanted Pupils"	105.____	106.____	107._____
22) Film: Special Education: The Placement Dilemma	108.____	109.____	110._____
23) Film: The Unwanted Pupils	111.____	112.____	113._____
24) Abstracting Service: "Inventory of Dissertations in Special Education Administration"	114.____	115.____	116._____
25) Inter-Institutional Telelectures	117.____	118.____	119._____
26) Research Stimulation Papers	120.____	121.____	122._____
27) Computer Based Information Retrieval System (GIPSY)	123.____	124.____	125._____
28) Simulation: Special Education Administration Simulations in Monroe City (SEASIM)	126.____	127.____	128._____

University Council for Educational Administration

29 WEST WOODRUFF AVENUE, COLUMBUS, OHIO 43210
TELEPHONE (614) 422-2564

MEMORANDUM

To: Professors of Special Education Administration
GSEAC Member Institutions

From: Jim Yates

Subject: Professional Identity Questionnaire

Date: June 9, 1972

You will recall that you and other faculty members at your institution responded to a questionnaire last December designed to establish some baseline information on a variety of aspects of our preparation programs. The data collected from those questionnaires is being summarized by a team at Syracuse University, Thomas Goodman and Daniel Sage.

As an outgrowth of that data processing, attention has been drawn to what we believe to be a most vital factor in the operation of our programs, particularly in respect to the mission of the Consortium, i.e., the personal role of the Special Education Administration Professor. Therefore, we are interested in exploring some dimensions of professional identity of all persons serving in that capacity.

The questionnaire has been designed for brevity, in recognitition of your time constraints. A prompt response would be valuable to us. Responses should be sent in the enclosed envelop directly to:

Mr. Thomas Goodman
Division of Special Education and Rehabilitation
Syracuse University
805 South Crouse Avenue
Syracuse, New York 13210

Professional Identity Questionnaire

Part I.

If you were placed in the position of having to choose one of the following professional work experiences, based on your competence and interest, rank the six choices within each of the following three groups. Use 1 for the most preferred and 6 for the least preferred.

Group 1 - A leadership role as:

( ) Director of Special Education
( ) Principal of a public school
( ) Bureau Chief, State Division of the Handicapped
( ) Director of Instruction
( ) Assistant Superintendent, Elementary or Secondary
( ) Principal of segregated facility for handicapped children

Group 2 - A teacher's role as:

( ) Teacher of regular physical education
( ) Teacher of learning disabled children
( ) Teacher of regular secondary school pupils
( ) Teacher of workstudy program for delinquents
( ) Teacher of class for retarded children
( ) Teacher of regular elementary school

Group 3 - A University professor's role, teaching a course in:

( ) Rehabilitation
( ) Social Studies
( ) Educational Administration
( ) Effects of Stigmatization
( ) Teaching Exceptional Children
( ) Process of Change

Part III.

Suppose you were present at a social affair composed mostly of lay people, were introduced as a university professor, and were then asked by a new acquaintance "What do you teach?" How would you respond? (25 words or less)

_____

_____

_____

_____

Part III.

Please indicate your training and experience background by checking the following:

Formal courses carrying general educational administration* department classification.	Experience in general education administration.*
Semester hours, credits earned.	Years Experience.
0 ____	0 ____
1-6 ____	1 ____
7-12 ____	2 ____
13-18 ____	3 ____
over 18 ____	4 or more ____

* General education administration in this example is meant to exclude special education administration.

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION

MEMORANDUM

TO: General Special Education Administration Consortium Representatives

FROM: Jim Yates

SUBJECT: Consortium Evaluation Questionnaire

DATE: December 4, 1973

Dear Colleague:

Enclosed is a copy of the Consortium Evaluation Questionnaire. You will recall that you completed the previous Consortium Evaluation Questionnaire one year ago. The Consortium evaluation design calls for a similar collection of data each year. The enclosed questionnaire is an attempt to collect such information. We hope that it covers some of the areas of importance in relation to the Consortium effort. Please give it your attention and provide us with your earliest response to the questionnaire. Specifically, we are requesting that the questionnaire be returned to the UCEA central office by December 24, 1973.

The questionnaire is being sent to the designated General Special Education Administration Consortium Representatives. The results of the study will be disseminated at the spring GSEAC conferences.

We appreciate your effort in responding to the questionnaire and have provided a self-addressed, stamped envelope for your convenience in returning it.

GENERAL-SPECIAL EDUCATION ADMINISTRATION CONSORTIUM
EVALUATION QUESTIONNAIRE

Purpose of the Questionnaire

This evaluation questionnaire is part of a larger evaluation design, the purpose of which is to generate systematic information on the activities and outputs of the Consortium as feedback to its directorship, to its membership, and to other interested parties. The questionnaire, itself, is designed to tap the perceptions of professors in general and special education administration about the impact of the Consortium upon their professional relationships and upon preparation programs in their respective fields. All responses will be reported only as group data.

The Mission of the Consortium

The primary mission of the General-Special Education Administration Consortium is to advance, through inter-institutional approaches, professional preparation in general and special education administration. Four main goals subsumed in the larger mission ar as follows:

I. To improve communication and cooperation, both within and among institutions, for those involved in the preparation of special education administrators, those involved in the preparation of general educational administrators, and those involved in other special education preparatory programs.

The achievement of this objective would entail a focus on such specific activities as:

A. Broadening the base of preparatory programs for both special and general educational administrators

B. Promoting greater integration between preparatory programs for administrators

C. Increasing the awareness of special education on the part of those in general educational administration

D. Involving personnel from each of the sectors of preparation in the activities of the projected model

E. Maintaining and enhancing an awareness of administrative issues on the part of those concerned with the preparation of special education teachers and clinical personnel.

II. To improve communication and cooperation, both regionally and nationally, among the faculty and student personnel involved in the preparation of special and general education administrators.

The achievement of this objective would entail a focus on such specific activities as:

A. Eliminating and avoiding dysfunctional duplication in the efforts of those preparing educational administrators in different universities

B. Encouraging diversity and specialization among programs

C. Combining and coordinating the resources of different universities in upgrading selected components of preparatory programs such as (1) the recruitment and selection of students, (2) the identification of competencies to be developed, (3) the development and dissemination of instructional materials, (4) the planning and implementation of field experiences, (5) the design of in-service programs for practitioners, (6) the continual and systematic evaluation of preparatory programs, and (7) the placement and follow-up of graduates

D. Stimulating and facilitating research by faculty and students on the practice of and preparation for Special and General Education Administration

III. To improve the continuing education of professors of Special and General Education Administration

The achievement of this objective would entail a focus on such specific activities as:

A. Providing a variety of frequent, short-term opportunities for professors to become familiar with new knowledge and promising practices in accordance with their needs and interests

B. Developing longer-term post-doctoral research and development opportunities for professors

IV. To evaluate on a continuous and systematic basis, the degree to which the prototype model is meeting its objectives

The achievement of this objective would entail a focus on such specific activities as:

A. Noting changes in practices among preparation programs which can be demonstrated as resulting from work of the prototype model

B. Noting changes in objectives over time, as problems are addressed and solutions implemented

C. Noting changes in function of the model over time as a variety of approaches are tried

D. Testing the transferability or generalizability of the model to other areas of personnel preparation

Directions

PLEASE ANSWER EACH QUESTION. IF ADDITIONAL SPACE IS REQUIRED FOR DESCRIPTIONS AND/OR EXPLANATIONS, USE THE REVERSE SIDE OF THE PAGE.

1. Do you know of an article published this past year which crosses the boundary line between general and special education administration (that is, by a special education administration scholar in a publication devoted primarily to general or educational administration; or by a scholar in educational administration in a publication devoted primarily to special education)?

1. Yes ___ No ___
2. If yes, please list

3. Did you belong to any professional association in the "complementary field"* during 1972-73?

3. Yes ___ No ___
4. If yes, please list

*The phrase, "complementary field," refers to the "other" field; that is, special education administration if you are in general educational administration, and vice versa.

5. Did you attend any professional association convention in the "complementary field" during 1972-73?

5. Yes ___ No ___
6. If yes, please list

7. Did you subscribe to any professional publications in the "complementary field" during 1972-73?

7. Yes ___ No ___
8. If yes, please list

9. In consulting or field service relationships, did you work with a colleague in the "complementary field" in 1972-73?

9. In your university? Yes ___ No ___
10. In other universities? Yes ___ No ___

11. Did you have a collegial relationship with professors or students in the "complementary field" (either directly or by correspondence) during 1972-73?

11. In your university? Yes ___ No ___
12. In other universities? Yes ___ No ___

13. As of June 1973, at your institution were professors of special education administration serving as regular members of doctoral committees for majors in general educational administration?

13. Yes ___ No ___

14. As of June 1973, at your institution were professors of General educational administration serving as regular members of doctoral committees for majors in special education administration?

14. Yes ___ No ___

15. If criteria have been developed to evaluate special educational administration and general education administration programs, has the effort been a joint one with the "complementary department"?

15. Yes ___ No ___

16. As of June 1973, how much did the content of courses at your institution in general educational administration include concepts, issues and methodologies from special education?

16. Not at All____Very Little____Some____A Great Deal____Don't Know____

Please describe:

17. As of June 1973, how much did the content of courses at your institution in special education administration include concepts, issues, and methodologies from the field of general administration?

17. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

Please describe:

18. During 1972-73, in your institution did professors of both general and special education administration teach classes jointly, partly, or alternately?

18. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

19. Of all graduates in your department, what proportions have joint major-minor combinations in special education administration and general education administration?

19. None____ Les than 1/3____ About 1/2____ More than 2/3____ Don't Know____

20. In 1972-73, were courses offered in general and special educational administration listed in the course catalog under both department (faculty, area, etc.) headings?

20. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

21. As of June 1973, to what extent did course requirements at your institution for majors in general educational administration include work in special education or special education administration?

21. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

Please describe:

22. As of June 1973, to what extent did course requirements at your institution for majors in special education administration include work in the broader field of administration?

22. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

Please describe:

23. As of June 1973, in your institution to what extent had program objectives in general and special education administration, respectively, changed as a result of sharing ideas with the "complementary department" (faculty, area, etc)?

23. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

Please describe:

24. During 1972-73, to what extent were in-service programs for school administrators jointly planned and implemented by professors from both general and special education administration?

24. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

25. In 1972-73, regardless of who planned and implemented in-service training programs for school administrators, how often did such programs incorporate issues and materials of common concern to both general and special education administrators?

25. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

26. In 1972-73, how often were in-service programs directed specifically toward and attended by joint populations of general and special education administrators?

26. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

27. During 1972-73, how often at your institution were non-credit seminars, meetings, etc., held for and attended by majors in both general and special education administration?

27. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

28. FOR PROFESSORS OF EDUCATIONAL ADMINISTRATION ONLY: During 1972-73, what proportion of students did you advise taking courses in special education as part of their programs in educational administration?

28. None___ Less than 1/3___ About 1/2___ More than 2/3___ Don't Know___

(Proceed to Question #30)

29. FOR PROFESSORS OF SPECIAL EDUCATION ADMINISTRATION ONLY: During 1972-73, what proportion of students did you advise taking courses in general educational administration and supervision?

29. None___ Less than 1/3___ About 1/2___ More than 2/3___ Don't Know___

(Proceed to Question #30)

30. Describe the amount of cooperative planning and decision making between professors and departments of general and special education administration during 1972-73.

30. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

31. At your institution in 1972-73, to what extent were professors of general and special education administration sharing information about internships in the two fields?

31. Not at All____ Very Little____ Some____ A Great Deal____ Don't Know____

32. Between your university and other universities, in 1972-73, to what extent were professors of general and special education administration sharing information about internships in the two fields?

32. Not at All____Very Little____Some____A Great Deal____Don't Know____

33. At your institution, in 1972-73, to what extent were you placing internship teams composed of general and special education administration majors?

33. Not at All____Very Little____Some____A Great Deal____Don't Know____

34. Between your institution and other universities, in 1972-73, to what extent were you placing internship teams composed of general and special education administration majors?

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35. To what extent, at your institution, were majors in general and special education administration being placed, in 1972-73, into internship positions jointly supervised by professors of either general or special education administration, or both?

35. Not at All____Very Little____Some____A Great Deal____Don't Know____

36. To what extent, between your institution and other universities, were majors in general and special education administration being placed, in 1972-73, in internship positions jointly supervised by professors of either general or special education administration, or both?

36. Not at All____Very Little____Some____A Great Deal____Don't Know____

37. To what extent at your institution, were majors in general and special education administration, in 1972-73, attending joint internship seminars with each other?

37. Not at All____Very Little____Some____A Great Deal____Don't Know____

38. How much work had been done at your institution by June 1973, in developing joint procedures for recruiting and selecting students in general and special education administration?

38. Not at All____Very Little____Some____A Great Deal____Don't Know____

39. During 1972-73, how often at your institution did professors and/or students of general and special education administration engage in joint research efforts?

39. Not at All____Very Little____Some____A Great Deal____Don't Know____

40. During 1972-73, how often between your institutions and other universities, did professors and/or students of general and special education administration engage in joint research efforts?

40. Not at All____Very Little____Some____A Great Deal____Don't Know____

41. Has the General-Special Education Administration Consortium produced and/or disseminated any significant new ideas, substantive or technological, which have affected your thinking, research, writing, and/or teaching in the past year?

41. Yes___ No ___

42. If yes, (Question 41) please describe briefly the nature of the idea or ideas and, if you remember, indicate for each how it came to your attention.

43. What do you judge to be the attitude of most persons in general educational administration toward the Consortium?

57. Highly Unfavorable___Unfavorable___Favorable___Highly Favorable___Don't Know___

44. What do you judge to be the attitude of most persons in special education administration toward the Consortium?

44. Highly Unfavorable___ Unfavorable___ Favorable___ Highly Favorable___ Don't Know___

45. Check the Materials and Methods developed and/or disseminated by GSEAC which have been used this past year. Please indicate the Materials/Methods used in courses or for in-service training.

COLUMN A: Please check materials/methods used.

COLUMN B: Please check if materials were used in in-service programs for school administrators.

COLUMN C: Please list the name of course(s) where materials/methods were used.

	COLUMN A	COLUMN B	COLUMN C
1) Case Study: "Special Education - A Racist Institution?"	45.___	46.___	47._____
2) Case Study: "Special Education Status in a City School System."	48.___	49.___	50._____
3) Filmed Case Study: "Special Education Placement and the Law"	51.___	52.___	53._____
4) Monograph: "Common and Specialized Learnings, Competencies, and Experiences for Special Education Administrators"	54.___	55.___	56._____
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		COLUMN A	COLUMN B	COLUMN C
6)	Book: Selected Instructional Materials Judged Relevant to Educational Administration	60.___	61.___	62._____
7)	Monograph: "Improving Special Education: A Planning Education Manual"	63.___	64.___	65._____
8)	Monograph: "Two Theories of Equal Opportunity"	66.___	67.___	68._____
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15)	Interpretive Content Paper: "The Organizational Environment of Monroe City School System"	87.___	88.___	89._____
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21) Interpretive Content Paper: "The Unwanted Pupils"	105.___	106.___	107.___
22) Film: Special Education: The Placement Dilemma	108.___	109.___	110.___
23) Film: The Unwanted Pupils	111.___	112.___	113.___
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26) Research Stimulation Papers	120.___	121.___	122.___
27) Computer Based Information Retrieval System (GIPSY)	123.___	124.___	125.___
28) Simulation: Special Education Administration Simulations in Monroe City (SEASIM)	126.___	127.___	128.___

	COLUMN A	COLUMN B	COLUMN C
29) Simulation: PSYCHISM School Psychologists Simulation in Monroe City	129.____	130.____	131.____
30) Working Papers Series: Graduate Student papers	132.____	133.____	134.____
31) "A Study of Graduates of Special Education Administration Programs who received BEH fellowships"	135.____	136.____	137.____
32) Video Tape: Trends in Decentralization	138.____	139.____	140.____
33) Audio Tape: Student Classification, Organizational Behavior and Legal Constraints	141.____	142.____	143.____
34) Audio Tape: Organizational Development	144.____	145.____	146.____
35) Case Study: "David meets the System"	147.____	148.____	149.____
36) Book: Educational Futures: Methodologies	150.____	151.____	152.____
37) Monograph: "Alternative Assumptions To Guide Professionals in Educational Practice"	153.____	154.____	155.____
38) Book: Performance Criteria for Principals: Concepts and Instruments	156.____	157.____	158.____